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AUTHOR Hale, Robert G.; And Others
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ABSTRACT

This document presents guidelines for establishing, modifying, and building library media programs which effectively meet the needs of students. It is divided into five sections: (1) The Process of Program Development, which discusses planning a library media program and its relationship to curriclum development; (2) The School Library Media Program, which describes curriculum support, a taxonomy of library media activities, and library media skills instruction; (3) Learning Resources, which discusses print, nonprint, and mixed media collections as well as space and equipment requirements; (4) Program Management, which looks at district-level and school-level management, staffing requirements, and fiscal considerations; and (5) Moving into the Future, which briefly discusses the increasing use of computer and related technologies in schools. Tables provide lists of library media skills, competencies related to grade level, media center specifications for large and small schools, auxiliary facility requirements, and media equipment needs. Appendices include various items of legislation, policy statements, and sample forms and procedures related to school library media programs as well as an 11-item bibliography. (ESR)

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A Guide to

School Library Media Programs

IR 032 252

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Contents

Foreword	v
Acknowledgments	vii
Preface	ix
1. The Process of Program Development	**1**
Planning a Library Media Program	1
Relationship to curriculum	2
2. The School Library Media Program	**5**
Support of the curriculum	5
A taxonomy of library media activities	9
Library media skills instruction	12
3. Learning Resources	**24**
Collections	**24**
Print materials	25
Nonprint collections	27
Mixed media	28
Facilities	**28**
Space	28
Equipment	32
4. Program Management	**36**
District-Level Management	**36**
Activities	36
Services	39
Staffing	39
Facilities	40
School-Level Management	**40**
Activities	41
Staffing	43
Fiscal Considerations	**44**

5. Moving into the Future **45**
Technology invades the school 45
Looking ahead 47

Figures

Figure 1. Library Media Program Development 3

Tables

Table 1. Scope and Sequence—Library Media Skills 6
Table 2. Scope and Sequence—Competencies Related to Grade Level 13
Table 3. Media Center Specifications for a Small School 29
Table 4. Media Center Specifications for a Large School 30
Table 5. Auxiliary Facilities 32
Table 6. Media Equipment Needs 34

Appendix

A Statewide Goals for Education **48**
B Philosophy Statements **50**
C Resources **53**
D Reevaluation of Instructional Materials—Request Procedure **54**
E Reevaluation of Instructional Materials—Request Form **55**
F Weeding Policy **57**
G Copyright law **59**
H Connecticut General Statutes Relating to Library Media Programs **63**
I Computer Technology **65**
J Connecticut Policy on Academic Freedom and Public Education **66**
K Teaching About Controversial Issues **68**
L Library Bill of Rights **70**

Footnotes **71**

Foreword

Each school's curriculum—its content, quality, diversity and timeliness— is closely linked to the library media center facilities and programs in the school and in the district. The learning resources, print and nonprint, and the services that are available to students and teachers determine to a large extent what and how students will learn.

Recognizing this critical link between curricula and resources, I am particularly pleased to introduce this *Guide to School Library Media Programs* as a supplement to the series of guides to curriculum development in 11 mandated subject areas that the State Board of Education published last year. This guide reflects the changing character of library media centers from yesterday's bookrooms to today's and tomorrow's multimedia sources of information. The guide can be used in conjunction with each of the subject matter guides. Without the support of the appropriate resources and technology, curricula in all subjects and at both elementary and secondary levels will be impoverished.

The rapid pace at which communications technology is changing, the new applications to education being recognized, and the continually growing range of services that the library media center must provide, pose a special challenge to library media personnel and dictate a change in their role. They must keep current but they must also reach out, be more aggressive in helping administrators and teachers keep up-to-date on the technology and how to use it to advantage as a learning tool. Part of the challenge may come also from students whose familiarity with computers, television, video recorders and disks may exceed the teachers' experience.

The guidelines presented in this document suggest patterns for establishing, modifying and building quality library media programs through which districts can meet the needs of their students. Staff members in the Learning Resources and Technology Unit of the State Department of Education are ready to provide assistance to local school personnel as they implement these guidelines. Success in integrating mediated instruction into the curriculum will require farsighted administrators, supportive boards of education and dedicated library media professionals, all working together to harness technology in the service of educating Connecticut's children.

Mark R. Shedd
Commissioner of Education

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American Association of School Librarians
Association for Education Communications and Technology
Connecticut Educational Media Association
New England Educational Media Association

Special acknowledgment is due the Library Media Skills Committee of the Connecticut Educational Media Association. The committee consists of Betty V. Billman, chair; Barbara Grey, Alice Keenan-Terenzio, Nan Rogers, Meg Housekeeper and Barbara Spehar.

Special thanks goes to Mary Ellen Stanwick for assisting in writing the final version of this document.

The completion of these guidelines would not have been possible without the assistance of Betty Billman, Betty Glass, Dorothy Headspeth and Brenda White.

Robert G. Hale, Sr., Coordinator
Learning Resources and Technology Unit

Preface

> . . . a static kind of learning of information may have been quite adequate in previous times. If our present culture survives, it will be because we have been able to develop individuals for whom *change* is the central fact of life and who have been able to live comfortably with this central fact. It means that they will not be concerned, as so many are today, that their past learning is inadequate to enable them to cope with current situations. They will instead have the comfortable expectation that it will be continuously necessary to incorporate new and challenging learnings about ever-changing situations.
>
> Carl R. Rogers[1]

For students in our schools to have "the comfortable expectation that it will be continuously necessary to incorporate new and challenging learnings about ever-changing situations" is certainly an ideal for Connecticut's educators. It is also an ideal not easily attained; an understanding that learning is a lifelong process cannot be taught in a single lesson, or even in a year. Rather, the entire school environment must continually contribute to instilling in students an appreciation of lifelong learning, as well as the freedom and discipline it requires.

Of all the educational resources to help students understand the continuing nature of education and to impart skills for lifelong learning, the school library media program is one of the most important. A library media program is broader than a program of instuction in a curricular subject. The program includes other services as well as instruction, and its instruction and services are available to teachers and school staff as well as to students. A good school library media program assists teachers and administrators in planning and implementing the school curricula and helps students acquire skills for finding and using information for their classroom studies and for lifelong learning.

A well-developed library media program provides space, materials, equipment, instruction, consultant and reference services, and includes the production of instructional materials for students, teachers, and library media personnel.

Before considering how to improve upon current activities, however, it is helpful to recall that the school library media program as we know it today is a relatively new concept in education. It was during the 1960s that school libraries began the metamorphosis into today's library media centers. The transformation included a change of philosophy as well as of collections. Today's school library media centers—rich collections of print and nonprint materials with professional staff supported by technical and clerical personnel—have come to serve a central, rather than supplemental, role in the educational process. Some call this development a revolution.

It is equally important to recognize that we are now on the threshold of an even more fundamental and faster-paced revolution as rapid advances in technology make an impact on the library media center and indeed all of education.

While most educators support the concept of a well-developed library media program, not all meet up-to-date standards established by professionals. The quality of library media programs in Connecticut, as in other states, varies widely. There are many reasons why this is true. In some districts, financial resources have been lacking. In others, more information about what constitutes an effective program is needed.

The purpose of *A Guide to School Library Media Programs* is to help all districts in the state to strengthen their programs. This is a handbook for superintendents, principals, library media specialists and others who have an interest in this vital aspect of the educational program.

The guide includes information about planning new programs and improving existing library media programs. In 1975 the Association for Educational Communications and Technology and the American Library Association jointly issued a publication with a similar purpose. *Media Programs: District and School* delineated "guidelines and recommendations for media programs and resources necessary for quality education."

This guide is not intended to duplicate unnecessarily or replace national guidelines, but to recast them in terms of Connecticut's needs and expectations. The program recommended in the guide will contribute to the achievement of the goals set forth in the Comprehensive Plan for Elementary and Secondary Education adopted by the Connecticut State Board of Education in February 1980 (see Appendix A). The guide describes methods for planning, implementing and evaluating library media programs. Criteria for staffing, print and nonprint collections, facilities and equipment are presented. And, because the primary function of library media programs is to teach skills and support education, the guide also emphasizes teaching library media skills and the relationship of library media programs to the overall curriculum. Information relating to significant issues in the library media field—materials selection and weeding policy, copyright law and controversial material, for example—is included in the appendices. The text is intended to provide a framework that is specific enough to be useful, yet flexible enough to allow for differences among school districts and individual schools.

The Process of Program Development 1

To effectively support teaching and learning, school library media programs cannot exist in isolation. They must move beyond "enrichment" to become an integral component of the educational process.

Bringing library media programs solidly into the educational mainstream will mean that library media professionals participate in curriculum development, and conversely, that teachers contribute to the development of library media programs. Some districts have made substantial progress toward achieving this desirable interaction. On the whole, however, there appears to be greater acceptance of teacher involvement in school library media program development than of school library media specialists participating in curriculum development. Steps need to be taken to correct this.

The process for curriculum development recommended in the State Department of Education's *Guide to Curriculum Development: Purposes, Practices and Procedures* provides an excellent mechanism for increased involvement of school library media specialists in curriculum development. That publication suggests establishing a Curriculum Council to oversee the curriculum development process (pp. 5–6).

> . . . The Council should include representatives of several groups: administrators, community members, students and teachers . . . .The representatives chosen usually have indicated a particular interest and expertise in curriculum issues.

To involve library media specialists in curriculum development, one or more should serve on the Curriculum Council as well as on subject area curriculum committees as suggested in the State Department of Education curriculum development guides.

Planning a library media program

The first step in developing a library media program, as in developing a subject curriculum, is to establish a committee to oversee the process.

The primary purposes of the Library Media Advisory Committee are (1) to provide a link between the library media program and the educational community and (2) to give those the program serves an opportunity to participate in defining goals and objectives.

Forming the committee may be the responsibility of the district library media director with the endorsement and support of the district-level administrator to whom the library media director reports. The committee should at least include representatives from the following constituencies: school library media specialists, administrators (school and district), students, parents, school board members and public librarians. Members should be recommended by the district library media director or be volunteers with an interest in library media. The terms of appointment should be long enough to insure continuity; also, provisions for the periodic appointment of new members should be specified. Building-level advisory committees should be organized in a similar pattern by the building-level library media specialist.

Because individual circumstances—enrollment, status of curriculum and library media program development—will vary, each district must determine exactly what role the Library Media Advisory Committee will play. The level of program development, for example, will influence responsibilities assigned; new programs may require more active involvement while established programs may demand more oversight and evaluation.

Tasks assigned to the Library Media Advisory Committee might include assisting in the following:

- program evaluation
- formulation of goals and objectives
- gathering and analyzing information about the needs and expectations of constituent groups (users)
- determination of priorities for services
- review and, if necessary, redefinition of library media policies

Relationship to curriculum

The development of library media programs should be congruent with the curriculum development process. Both involve a systematic approach that includes the following phases:

- analysis
- planning
- programming
- implementation
- evaluation

There is, however, one difference: while the subject area curriculum development process results in a curriculum, based on student outcome (i.e., learning objectives), school library media programs have both a student outcome component (see Chapter 2 The School Library Media Program) and a service component for students, teachers, administrators, parents and school library media staff.

The relationship of the phases of curriculum development is shown in more detail in Figure 1. The process is cyclical and may be initiated at any phase of the cycle depending on district needs. More information and guidance about these phases can be found in *A Guide to Curriculum Development: Purposes, Practices and Procedures* (pp. 12-26).

The Library Media Advisory Committee can play an important role in each phase but committee involvement is especially critical in analysis, planning and evaluation. While committee members may be helpful in programming and implementation, these demand the day-to-day attention and expertise of library media professionals. All of these elements of program development are, in fact, ultimately the responsibility of district-level directors and/or library media specialists in the schools and are discussed in more detail in the chapters which follow. The fundamental aspects of these plans are:

Analysis. Systematically developing a library media program requires analysis of current programs in terms of personnel, services, collections, facilities and equipment. An analysis can be done by using commercial tools, consultant services or questionnaires developed locally. Another component of this phase is a needs assessment to determine users' desires and expectations about the library

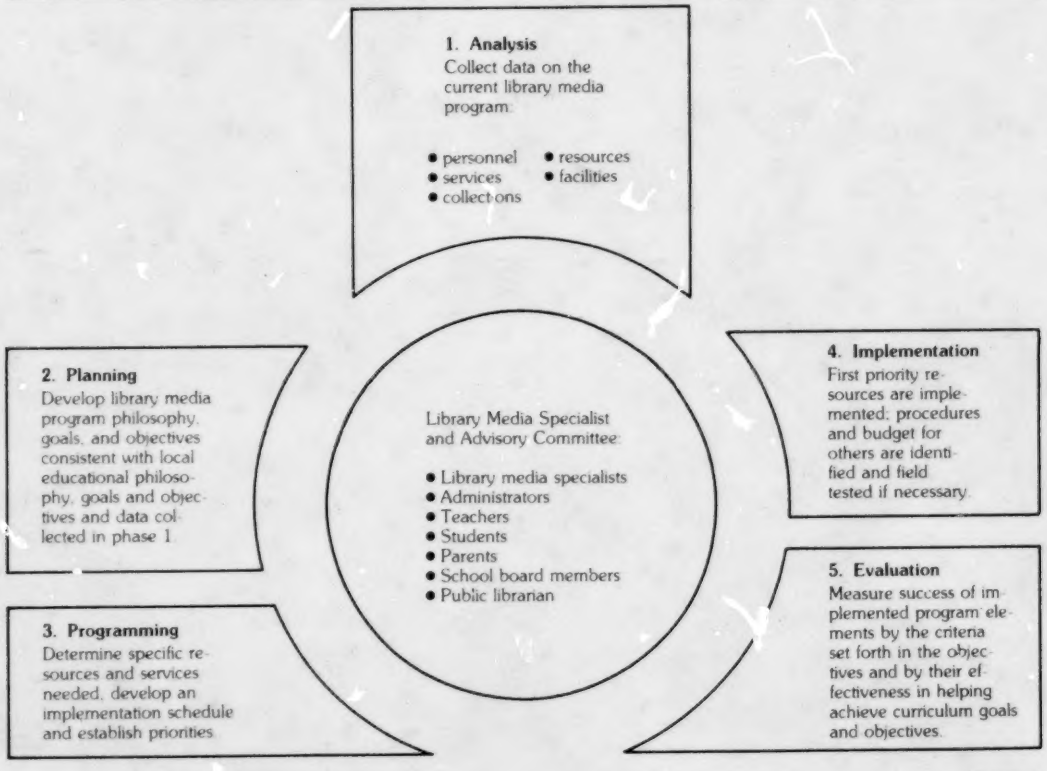

Figure 1
Library Media Program Development

media program. When possible, it is often practical, effective and efficient to conduct both the analysis of current resources and a needs assessment at a time that coincides with curriculum review.

Planning. Planning should begin with review of the district's educational philosophy, goals and objectives. Since the most effective library media programs are integrated into the total educational programs, the philosophy, goals and objectives for the overall curriculum and to the extent possible, for subject areas, should be reflected in the library media program. The central activities of the planning phase are developing philosophy, goals and objectives for the library media program. Key elements of these activities are highlighted below.

- Philosophy: A library media program philosophy should define the program's purpose. It should reflect the district's curriculum philosophy and the needs assessment. Sample philosophy statements are provided in Appendix B.

- Goals: Goals are the bridge between the program philosophy and specific objectives. For library media programs there will usually be goals for the program per se (i.e., to provide instructional materials to support all curricular subjects) and for students (i.e., to assist students in finding and using information for classroom studies).

- Objectives: Defining objectives is one of the most critical aspects of program development. As with goals, library media program objectives should be developed for both the program and for students. (Illustrative student objectives are found in the scope and sequence charts in Chapter 2.)

Programming. Programming involves comparing current resources with those required to implement the new objectives. New materials, staff and activities identified must then be placed in priority for implementation based on the district's educational goals and objectives. The Library Media Advisory Committee can prove especially helpful in gaining consensus on priorities. With priorities established, it is then possible to develop a schedule, or timeline for implementation.

Implementation. Implementation of short-term strategies can begin as soon as necessary resources are obtained. In some cases— offering a new service, for example—it may be necessary to pilot test and evaluate before full-scale implementation. Long-term strategies are implemented as scheduled and form the basis for future budget requests.

Evaluation. Every library media program should be evaluated on a regular schedule. The criterion for success is achievement of program objectives and, since objectives apply to both the program and students, both must be evaluated. When objectives have not been met, evaluators should seek to determine the reasons. Evaluators should also determine when the program's objectives themselves may require modification in response to changes in the curriculum, additional class offerings or changes in make up of the school population. A list of sources of evaluation instruments is provided in Appendix C.

The School Library Media Program 2

A school library media program has two main objectives:

- to provide materials and services that support teaching and learning, and
- to offer instruction in locating and using available materials and services, particularly those provided by the library media center.

The two functions—provision of support services and teaching of library media skills—will and should overlap.

This chapter describes both aspects of the library media program and includes the scope and sequence of the library skills instruction program. Table 1 (page 6) summarizes the scope and sequence of library media skills to be acquired at each grade level, K-12, in four essential competency areas. Table 2 (page 13) includes learning activities appropriate to each grade level and indicates at what grade level the learning of each skill should be introduced. The four competencies are:

1 Knowledge of library media center organization, facilities, personnel and procedures
2 Selection and use of appropriate materials for curricular or leisure activities
3 Skill in analyzing, interpreting, organizing and evaluating information
4 Skill in communication, including the production of oral, written and visual materials

Support of the curriculum

The school library media program supports instruction in all areas of the curriculum and its staff provides for specific instruction in library media skills. This instruction in library media skills is the heart of the program and should be provided in a planned, ongoing sequence and should include a variety of instructional formats (see "Skills Instruction," page 12).

The school library media specialist, working with a school library media advisory committee and the district library media program director, is responsible for the program of services offered in the individual school (see also Chapter 4, Program Management). Program implementation is also the school media specialist's responsibility, but can be accomplished effectively only with visible support from the principal and with faculty cooperation.

Library media services need not, indeed should not, be confined to the library media center. Many services can and should be offered in other areas of the school building. Instructional television, for example, may be viewed in the library media center or in classrooms. Displays arranged by the library media specialist—some of which may relate to classroom instructional units—can be located in classrooms or in common areas such as the lunchroom or lobby.

The specific services offered in any individual school should reflect the needs and expectations of the school community as well as the district's educational philosophy, goals and objectives. All effective school library media programs, however, should include, in addition to skills instruction, services in each of the five areas described on page 7 through 9.

Table 1
Scope and Sequence
Library Media Skills

Grades	Competency Area 1	Competency Area 2	Competency Area 3	Competency Area 4
	Knowledge of school library media center organization, facilities, personnel and procedures	Selection and use of appropriate materials for curricular or leisure activities	Skill in analyzing, interpreting, organizing, and evaluating information	Skill in communication, including the production of oral, written and visual materials
K–1	Know location of the center Identify personnel by name Identify areas of the center Identify basic media formats Observe center procedures Demonstrate proper care of materials Locate picture and easy books	Select appropriate materials Select a variety of media formats Select television programs for information Identify and use children's periodicals Listen to stories Identify book's cover and spine Alphabetize by the first letter Use a picture dictionary Follow verbal instructions for equipment use Operate equipment: record player, cassette player, film loop projector, filmstrip projector, computer	Determine basic information in materials using picture or oral clues Identify a sequence of events Recall content	Retell stories or information orally, pictorially, or in writing Combine media formats Produce a picture book

- **Access to materials, equipment and space.** Users should have access to the school library media center not only during scheduled instructional hours, but also when classes are not in session. Teachers and students should also be able to reserve time for special projects. It is also important to insure that the center is accessible to the handicapped. Depending on the grade levels served, access also means providing appropriate facilities such as carrels for independent study or mats for small children to sit on during story hours. Access to materials includes providing reserved and reference collections and multiple copies of materials in high demand. Developing a guide or handbook for the library media center is also recommended as an aid to insuring access to the library media center.

- **Consultant and reference services.** The school library media specialist should assist users in locating, selecting and using library media center resources. As appropriate for the grade levels served, the center should provide information on community resources and social and personal guidance. One of the most important consultant services the library media specialist can offer is to work with teachers in developing instructional units.

- **Direct services to teachers, including professional development activities.** The school library media specialist(s) should provide teachers with information about media equipment and its use, producing and

Grades	Competency Area 1	Competency Area 2	Competency Area 3	Competency Area 4
	Knowledge of school library media center organization, facilities, personnel and procedures	Selection and use of appropriate materials for curricular or leisure activities	Skill in analyzing, interpreting, organizing, and evaluating information	Skill in communication, including the production of oral, written and visual materials
2–3	Check out and return materials without assistance Identify and locate specific media and accompanying equipment Identify and locate basic reference materials: dictionaries, encyclopedias, periodicals, newspapers, maps, globes, atlases, almanacs Identify resources and services from the public library Locate production equipment	Select material from the various Dewey classes Identify parts of the book: title page, author, illustrator, table of contents, index Identify basic map symbols Use an index Alphabetize to the second letter Locate the card catalog Use the dictionary to find word meanings Select appropriate equipment for using nonprint material Follow written instructions for using equipment	Understand the card catalog as the index to the collection Locate format through coding Understand alphabetical arrangement of dictionaries and encyclopedias Use television as an information source Identify main ideas in print and nonprint sources Distinguish between characteristics of fiction and nonfiction	Participate in discussions Produce media: transparencies, dioramas, charts, maps Use computers as a communication tool

utilizing instructional materials and new services. The library media center staff should also assist teachers by providing interlibrary loan services and contact with other sources outside the school that provide instructional material. Developing a checklist of services available to teachers is recommended.

For professional development activities, depending on the assignment of responsibilities within the district, library media staff should also conduct or cooperate with district-level staff in offering professional development programs for school library media professionals, media aides and teachers. Information about professional workshops, courses and meetings offered in the district or from other sources should also be communicated.

- **Production services.** The library media center houses the materials, equipment and space needed for production of instructional materials in a variety of media. School library media staff will produce some of these materials as well as provide technical assistance to users who produce their own.

Table 1, continued

Grades	Competency Area 1	Competency Area 2	Competency Area 3	Competency Area 4
	Knowledge of school library media center organization, facilities, personnel and procedures	Selection and use of appropriate materials for curricular or leisure activities	Skill in analyzing, interpreting, organizing, and evaluating information	Skill in communication, including the production of oral, written and visual materials
4	Identify and locate basic reference materials: vertical file, picture file Identify community resources	Alphabetize to the third letter Use the card catalog to locate material according to author, title or subject Use call numbers to locate material Use the dictionary for pronunciation Understand symbols and legends on charts, maps, graphs Find material in an encyclopedia Choose the correct source for information: telephone directory, *Subject Index for Children's Magazines* Use a simple still camera Use a motion picture camera Operate film projector	Understand the purpose of the information on catalog cards Use subject headings, guide words and cross references Develop and evaluate an understanding of one's television viewing habits Describe advertising techniques Browse purposefully through current materials Draw implications and conclusions from materials viewed, heard, or read Develop an awareness of quality in materials: classics of literature and film	Operate simple equipment, lettering devices, dry mount press, thermal copier, simple camera Make a model book with title, author, covers, publisher, copyright date, table of contents Write simple computer programs

- **Public information.** Through presentations to parent and community groups, the school library media specialist(s) should provide information about the school library media center and its activities. When appropriate, news releases to school and community newspapers should also be utilized to publicize special events.

A taxonomy of library media activities

A recent article by David Loertscher in the *Wilson Library Bulletin*[2] offers another way of looking at library media activities in support of teaching and learning.

To support teaching and learning in all areas of the curriculum, the school library media specialist cooperates with teachers in planning and scheduling instruction and services. Ideally, cooperation means full partnership in developing objectives, content and teaching strategies for all instructional units. Unfortunately, this ideal is not standard practice in all schools. In reality, the degree of cooperation between the school library media specialist and teachers falls somewhere along a continuum that ranges from no cooperation to the full-partnership

Grades	Competency Area 1	Competency Area 2	Competency Area 3	Competency Area 4
	Knowledge of school library media center organization, facilities, personnel and procedures	Selection and use of appropriate materials for curricular or leisure activities	Skill in analyzing, interpreting, organizing, and evaluating information	Skill in communication, including the production of oral, written and visual materials
5–6	Identify and locate basic reference materials: periodical indexes	Identify parts of book: appendix, bibliography, glossary, copyright, publisher and date Use "see" and "see also" references Increase skill in use of subject headings Alphabetize word by word Choose the correct source of information: *Abridged Readers' Guide*, single volume reference books, resource files, dictionaries, encyclopedias, indexes, almanacs, atlases, newspapers	Distinguish among author, title, and subject cards in catalog Understand special filing rules Identify key words and phrases Categorize information Analyze information Identify appropriate sources of information Interpret maps, charts, graphs Select media appropriate to the task Organize information: take notes, make outlines and bibliographies Differentiate between fact and fiction Classify television programs by types Distinguish among types of bibliographies	Operate simple equipment: cassette recorders, reel-to-reel tape recorders, videotape equipment Prepare a filmstrip Present information in alternative forms

ideal. This range of cooperation forms the basis for a taxonomy of library media activities described by Loertscher. After reminding readers that a taxonomy is "an orderly classification of concepts or activities," Loertscher adds:

> This means that each level of the taxonomy is a legitimate concern for a given type of situation and that a library media specialist may be operating at various levels of the taxonomy during a typical day and need not apologize for doing so. Each level has its merits. Each level can be abused either by the library media specialist or the teacher. And every level can be practiced by every library media specialist in every single school at least once a year.

Table 1. continued

Grades	Competency Area 1	Competency Area 2	Competency Area 3	Competency Area 4
	Knowledge of school library media center organization, facilities, personnel and procedures	Selection and use of appropriate materials for curricular or leisure activities	Skill in analyzing, interpreting, organizing, and evaluating information	Skill in communication, including the production of oral, written and visual materials
7–8	Identify and locate basic reference materials, such as microforms Understand the concept of reserve systems	Use listening and viewing skills in evaluating materials Use special dictionaries and indexes * Use special encylcopedias * Use bibliographies in all available formats to locate information Use community resources Use public library resources	Use subheadings to locate information Compile information from a variety of sources Use footnotes and bibliographies for information and documentation Recognize propaganda techniques Recognize biases and stereotypes in materials Determine currentness and appropriateness of materials Use critical evaluation skills in television viewing Observe copyright regulations Use computers to solve problems	Prepare a storyboard Use photography to communicate: black and white still photos, motion pictures, slides, photo essays Interview for information
9	Identify local and regional data bases and networks	Use gazeteers and historical atlases Use indexes * Use microform readers	Use the card catalog to document information Apply evaluation skills to all types of materials Compare and contrast data from a variety of sources	Give and take clear directions Create advertisements Use copystand or visual maker

*For specific titles, see page 17, Table 2, Competencies Related to Grade Level.

The eleven levels of the library media activity taxonomy are:

1 No involvement. The library media center is bypassed entirely.
2 Self-help warehouse. Facilities and materials are available for the self-starter.
3 Individual reference assistance. Students or teachers get requested information or materials for specific needs.
4 Spontaneous interaction and gathering. Spur-of-the-moment activities and gathering of materials occur with no advance notice.
5 Cursory planning. Informal and brief planning with teachers and students for library media center involvement.
6 Planned gathering. Gathering of materials is done in advance of class project upon teacher request.

Grades	Competency Area 1	Competency Area 2	Competency Area 3	Competency Area 4
	Knowledge of school library media center organization, facilities, personnel and procedures	Selection and use of appropriate materials for curricular or leisure activities	Skill in analyzing, interpreting, organizing, and evaluating information	Skill in communication, including the production of oral, written and visual materials
10–11	Identify interlibrary loan procedures	Develop criteria for selecting and evaluating materials: level, accuracy, format, detail, special feature, purpose Use special references * Use interlibrary loan Locate all materials in the center and independently operate equipment	Distinguish between relevant and irrelevant data Develop a systematic approach to projects Develop a systematic approach to locating information Compare and contrast television and written formats Name methods of influencing television programming	Combine media formats to present creative ideas Prepare extensive bibliographies Use advanced audio-visual skills: film editing, video editing, computer programming
12	Identify national data bases and access procedures: ERIC, DIALOG, OCLC, etc. Locate, identify and use government documents Identify technological advances in communication	Be aware of specialized reference tools of various disciplines Locate very current information Use advanced indexes *	Research topics efficiently Make judgments in locating information Apply evaluation skills to materials used outside of schools	Assist others in locating and using the center's materials and equipment Identify hearsay and assumptions

7 Evangelistic outreach. A concerted effort is made to promote the multimedia individualized instruction philosophy.
8 Scheduled planning in the support role. Formal planning is done with a teacher or group of students to supply materials or activities in response to a previously planned unit or project.
9 Instructional design, limited involvement. The library media specialist participates in every step of the development, execution and evaluation of an instructional unit, but there is still some detachment from the unit.
10 Instructional design, total involvement. The library media center staff participates in grading students and feels an equal responsibility with the teacher for their achievement.
11 Curriculum development. Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

Library media skills instruction

All students should master library media skills to assist them in gaining information for their classroom studies as well as for pursuing personal interests. Instruction in such skills is the responsibility of the school library media staff. The library media specialist also supports instruction through involvement in curriculum development and by working with teachers on instructional units.

Studies have demonstrated that library media skills are learned best in relationship to classroom activities. There should be individual as well as small and large group instruction and scheduled class visits to the media center. An annual class visit to the library for a dry exposition on reference materials is not an effective way to teach library media skills. Activities in which the student actually uses the media center are the best learning vehicles. Also classroom studies are enlivened—for greater student interest and information retention—when the most up-to-date media, both print and nonprint, are used.

The scope and sequence of library media skills instruction (see Tables 1 and 2) group the skills into four competency areas: knowledge of library media center organization, facilities, personnel and procedures; selection and use of appropriate materials for curricular or leisure activities; skill in analyzing, interpreting, organizing and evaluating information, and skill in communication, including the production of oral, written and visual materials.

As students advance from kindergarten through grade 12, the activities become more difficult and the depth and breadth of skills they must demonstrate increases. The grade levels indicated for skills are based on the experience of knowledgeable professionals. Actual determination of when a particular skill should be taught, however, depends on a number of factors, such as the school's program of studies, grade level grouping of students, and the needs and interests of individual students. For example, a research skill suggested for fourth graders might, in some cases, be introduced as soon as the second grade or as late as the seventh. Final determination of when to introduce skills is the responsibility of each school library media specialist in consultation with classroom teachers.

The scope and sequence presented here provides the basis upon which local school districts can develop specific goals and objectives for library media skills instruction.

Table 2
Scope and Sequence
Competencies Related to Grade Level

Competency Area 1 Knowledge of school library media center organization, facilities, personnel and procedures

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Locate the library media center	X	X											
Identify areas of the center:													
audiovisual materials storage	X	X											
circulation desk			X	X									
equipment storage			X	X									
fiction books	X	X											
nonfiction books	X	X											
picture books and easy reading	X	X											
production area			X	X									
reference books			X	X									
Name school library media center personnel	X	X											
Identify basic media formats and terms: print, nonprint, periodicals, films, filmstrips, cassette, projector, recorder, records, picture books, easy reading, etc.	X	X											
Observe media center procedures	X	X											
Check out and return materials without assistance			X	X									
Demonstrate proper care of materials	X	X											
Locate easy reader and picture books	X	X											
Identify and locate specific media and accompanying equipment:													
computers			X	X									
film loops and projectors			X	X									
headsets			X	X									
opaque projectors			X	X									
television monitors			X	X									
transparencies and projectors			X	X									
Identify and locate basic reference materials:													
almanacs			X	X									
atlases			X	X									
dictionaries			X	X									
encyclopedias			X	X									
globes			X	X									
maps			X	X									
microform newspaper clipping services								X	X				
	K	1	2	3	4	5	6	7	8	9	10	11	12

Table 2, Competency Area 1, continued

Skill	Introduce at Grade Level K	1	2	3	4	5	6	7	8	9	10	11	12
Basic reference materials, continued:													
microforms								X	X				
newspapers			X	X									
periodical indexes						X	X						
periodicals			X	X									
picture file					X								
vertical file					X								
Understand the concept of the reserve system								X	X				
Identify public library resources and services			X	X						X			
Locate production equipment			X	X									
Identify community resources					X	X	X						
Identify interlibrary loan procedures											X	X	
Identify local, regional and national data bases and procedures:													
DIALOG											X		X
ERIC													X
OCLC													X
Locate, identify and be able to use government documents													X
Identify technological advances in communications and learning as appropriate													X

Competency Area 2 Selection and use of appropriate materials for curricular or leisure activities

Skill	Introduce at Grade Level K	1	2	3	4	5	6	7	8	9	10	11	12
Choosing Materials													
Select materials of interest and appropriate level	X	X											
Select a variety of formats, such as picture books, games, puzzles, films, filmstrips, puppets	X	X											
Begin selecting television programs as information sources	X	X											

K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 2, continued

Skill	Introduce at Grade Level K	1	2	3	4	5	6	7	8	9	10	11	12
Identify and use children's periodicals	X	X											
Listen to a storyteller, record or cassette	X	X											
Begin to select materials by general interest based on the ten Dewey Decimal classifications			X	X									
Distinguish among fiction, nonfiction and reference collections					X								
Begin classifying materials by literary genre: folktales, mysteries, biographies, science fiction, etc.					X								
Discern differences in literary forms and use such distinctions in selecting useful and interesting materials					X								
Develop personal criteria for evaluating and selecting materials that are appropriate to need:													
accuracy											X	X	
detail included											X	X	
format											X	X	
illustrations and special features											X	X	
level of material											X	X	
purpose											X	X	
Use listening and viewing skills in selecting and evaluating materials								X	X				
The Book													
Identify the covers and spine of a book	X	X											
Identify title page, author, and/or illustrator of a book			X	X									
Identify and use specific parts of a book:													
appendix						X	X						
bibliography						X	X						
copyright						X	X						
glossary						X	X						
index						X	X						
publisher and publication date						X	X						
table of contents						X	X						
	K	1	2	3	4	5	6	7	8	9	10	11	12

Table 2. Competency Area 2, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify the basic symbols used on maps and globes			X	X									
Use a book index to gather information			X	X									
Alphabetize													
by the first letter	X	X											
to the second letter			X	X									
to the third letter					X								
The Card Catalog													
Locate the card catalog			X	X									
Identify the author, title and call number on a catalog card			X	X									
Use the card catalog to locate materials according to author, title or subject					X								
Use call numbers to access desired materials					X								
Use "see" and "see also" references						X	X						
Increase skill in using subject headings						X	X						
Alphabetize word by word						X	X						
Using Materials													
Use a picture dictionary to match words and pictures	X	X											
Use a dictionary to find the meaning of a word			X	X									
Use a dictionary to obtain pronunciation					X								
Read graphs, charts and maps:													
understand legends					X								
understand symbols					X								
Find material in the appropriate volume of an encyclopedia					X								
Choose the correct source for specific information:													
Abridged Readers' Guide						X	X						
almanacs and atlases						X	X						
dictionaries						X	X						
encyclopedias						X	X						
indexes						X	X						
newspapers						X	X						
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 2, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Correct source, continued:													
resource files						X	X						
single volume reference book						X	X						
Subject Index for Children's Magazines					X								
telephone directories					X								
Identify the types of information available in newspaper sections and special features						X	X						
Locate current information													X
Use special references:													
gazettes										X			
historical atlases										X			
special encyclopedias								X	X				
Use advanced indexes:													
Contemporary Authors													X
Granger's Index to Poetry										X			
New York Times Index													X
Poetry and short story indexes													X
Psychological Abstracts													X
Readers' Guide to Periodical Literature										X			
special books of facts													X
Use special dictionaries and indexes:													
Children's Index to Poetry								X	X				
Concise Dictionary of American Biography								X	X				
Current Biography								X	X				
Foreign Language Dictionaries								X	X				
Junior Book of Authors								X	X				
Newsbank								X	X				
Short Story Index								X	X				
Webster's Geographical Dictionary								X	X				
Use special encyclopedias:													
Book of Lists								X	X				
Guinness Book of Records								X	X				
Popular Science Encyclopedia								X	X				
Worldmark Encyclopedia of the Nations								X	X				
Young People's Science Encyclopedia								X	X				
Use special references:													
Biography Index											X	X	
Book Review Digest											X	X	
books of quotations											X	X	
Contemporary Literary Criticism											X	X	
Dictionary of Scientific Biography											X	X	
	K	1	2	3	4	5	6	7	8	9	10	11	12

Table 2, Competency Area 2, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Special references, continued:													
Facts on File											X	X	
Landers Film Review											X	X	
National Geographic Index											X	X	
Roget's Thesaurus											X	X	
Statesman's Yearbook											X	X	
20th Century Authors											X	X	
Who's Who											X	X	
Be aware of specialized reference tools associated with various disciplines													X
Use bibliographies in all available formats to locate information								X	X				
Use interlibrary loan											X	X	
Use community resources								X	X				
Use resources from the public library								X	X				
Using Equipment													
Select appropriate equipment for using nonprint materials			X	X									
Follow verbal instructions for using materials and equipment	X	X											
Follow written instructions for using equipment			X	X	X								
Operate a													
cassette player	X	X											
computer	X	X											
film loop projector	X	X											
film projectors					X						X	X	
filmstrip projector	X	X											
record player	X	X											
Use a listening station			X	X									
Use a simple still camera					X								
Use a motion picture camera					X								
Use a copystand or visual maker									X				
Use microform readers									X				
Operate videotape equipment					X	X							
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 2, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Operate more advanced audio and visual equipment				X									
Be able to independently locate all materials in the library media center and operate the accompanying equipment											X	X	

Competency Area 3 Skill in analyzing, interpreting, organizing and evaluating information

Finding Information: The Card Catalog													
Recognize that the card catalog is an alphabetical index of all the media center resources			X	X									
Locate information by using author, title or subject cards			X	X									
Use guide cards			X	X									
Disregard "a," "an," and "the" in titles			X	X									
Locate various formats through coding			X	X									
Use call numbers to locate materials			X	X									
State the purpose of the information on catalog cards					X								
Distinguish between author, title and subject cards						X	X						
Use "see" and "see also" references						X	X						
Understand special filing rules:													
nothing precedes something						X	X						
numbers filed as if spelled out						X	X						
Use subheadings for locating information								X	X				
Utilize the card catalog for search and documentation of information										X			
Finding Information: Reference Books													
Understand the alphabetical arrangement of information in encyclopedias and dictionaries			X	X									
Use subject headings, guide words and cross references					X								
Interpret maps						X	X						
Interpret graphs and charts						X	X						
	K	1	2	3	4	5	6	7	8	9	10	11	12

Table 2, Competency Area 3, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Processing Information													
Use television as an information source			X	X									
Develop, evaluate and manage a realistic understanding of one's television viewing habits					X								
Describe advertising arguments, and techniques used in magazines, radio and television commercials					X								
Browse purposefully through current magazines, newspapers, etc. during leisure time					X								
Identify key words and phrases						X	X						
Categorize information into appropriate subjects						X	X						
Analyze what is being seen or heard						X	X						
Identify an appropriate source of information for completing a specific task						X	X						
Select appropriate media for a task						X	X						
Organize information gathered from a variety of sources:													
generalize or summarize information						X	X						
make an outline						X	X						
take notes from print and nonprint presentations						X	X						
write a simple bibliography						X	X						
Differentiate between fact and fiction in television programming						X	X						
Classify television programming as:													
advertisements						X	X						
documentaries						X	X						
drama						X	X						
news						X	X						
situation comedies						X	X						
Distinguish among types of biographies:													
autobiographies						X	X						
collective						X	X						
individual						X	X						
Compile information from a variety of sources for reports and papers								X	X				
Use footnotes and bibliographies for information and documentation								X	X				
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 3, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Discern propaganda techniques used in advertisements								X	X				
Recognize biases and stereotypes in materials								X	X				
Determine currentness and appropriateness of materials								X	X				
Use critical evaluation skills in television viewing								X	X				
Adhere to copyright regulations								X	X				
Use computer to solve problems								X	X				
Employ evaluation skills to													
accuracy, truth, realism										X			
appropriateness of format										X			
biases, stereotypes										X			
continuity										X			
currentness										X			
materials										X			
Develop a plan for a media project including a timeline for research, production and presentation										X			
Compare and contrast from a variety of sources										X			
Skim material for key words, phrases, relevancy										X			
Draw conclusions and implications from materials read, viewed or heard					X						X	X	
Distinguish between relevant and irrelevant data											X	X	
Develop a systematic approach to a project											X	X	
Develop a systematic approach to locating information											X	X	
Compare and contrast television programming components with those of a novel											X	X	
Name methods for influencing television offerings											X	X	
Research topics efficiently													X
Make judgments in locating effective and appropriate sources of information													X
Apply evaluation skills to materials used outside the school setting													X
Determine the basic idea of information presented in a variety of formats:													
use picture clues	X	X											
use oral clues	X	X											
	K	1	2	3	4	5	6	7	8	9	10	11	12

Table 2, Competency Area 3, continued

Skill	Introduce at Grade Level K	1	2	3	4	5	6	7	8	9	10	11	12
Identify a sequence of events	X	X											
Recall content	X	X											
Identify main ideas from print and nonprint materials			X	X									
Distinguish between the characteristics of fiction and nonfiction materials			X	X									
Draw conclusions from print and nonprint materials											X	X	
Develop an appreciation of quality in materials													
awareness of "classics"					X								
awareness of award-winning literature					X								
awareness of quality films					X								

Competency Area 4 Skill in communication, including the production of oral, written and visual materials

Skill	Introduce at Grade Level K	1	2	3	4	5	6	7	8	9	10	11	12
Retelling stories or information													
orally	X	X											
pictorially	X	X											
in writing	X	X											
Present creative ideas through student-produced media:													
combine media formats											X	X	
prepare a storyboard								X	X				
produce a picture book	X	X											
Work with other students in groups	X	X											
Participate in discussions			X	X									
Produce visuals			X	X									
charts			X	X					X	X			
dioramas			X	X					X	X			
maps			X	X					X	X			
transparencies			X	X									
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 4, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Use computer as a communication tool			X	X									
Operate simple equipment for production or presentation:													
cassette recorders						X	X						
dry mount press					X								
lettering devices					X								
reel-to-reel tape recorders						X	X						
simple camera					X								
thermal copier					X								
videotape equipment						X	X						
Make a model storybook with title, author, covers, copyright date, publisher, table of contents					X								
Write simple computer programs					X								
Prepare a filmstrip						X	X						
Use photography to communicate:													
black and white still photos								X	X				
motion picture film								X	X				
slides								X	X				
Use cameras and darkroom equipment								X	X				
Produce a photo essay								X	X				
Interview for information								X	X				
Give and take clear directions										X			
Create advertisements for a specific purpose							X						
Prepare extensive bibliographies											X	X	
Assist others in locating and using the center's materials and equipment										X			
Present information in alternative forms						X	X						
Use advanced audiovisual skills:													
computer programming											X	X	
film editing											X	X	
video editing											X	X	
	K	1	2	3	4	5	6	7	8	9	10	11	12

3 Learning Resources

A school library media program cannot exist without materials, facilities, equipment and staff. (For staff requirements, see Chapter 4, Program Management.) The scope and quality of the program is largely dependent on the adequacy of the space, the type and condition of the equipment, and the size, content and currency of the collection. There are recognized minimum standards for both print and nonprint materials. The recommended standards relate to the size of the school, i.e., number of students to be served, and to the grade levels.

COLLECTIONS

A school's collection of print and nonprint materials supports the curriculum by providing reading, viewing and listening experiences for completing classroom assignments as well as for student-initiated learning and leisure activities. The collection should provide materials sufficient to meet the school's curricular needs and the needs of special students. Proper selection procedures for the collection must involve critical review and/or review of materials prior to purchase.

Instructional materials of all types should be as carefully selected as textbooks to meet the needs and interests of students and teachers at each school. The selection of materials is best carried out at the individual school to fit that school's curriculum. The individuals responsible for the selection of materials at the school level, however, should be guided by a district-wide policy. Both the policy and the established procedures for dealing with the reevaluation of challenged materials should be in writing. This will insure consistency throughout the system. The policy statement can be used also as an informational document which can be shared with parents, school board members and others concerned with the content and quality of the district's educational programs. A thoughtful materials selection policy often reduces the need to reevaluate materials, while providing a basis on which to reevaluate any materials that are challenged. A policy also helps to insure the purchase of materials that will represent the best investment of tax dollars.

When the board of education decides to develop a materials selection policy, the superintendent of schools—or the library media director or other staff member to whom the superintendent delegates responsibility— should organize a committee representative of the school district and community to accomplish the task. Some districts may choose to assign the task to the Library Media Advisory Committee. The policy, after its adoption, should be disseminated throughout the educational community and provisions for periodic evaluation of the policy should be established.

Each district must decide which specific criteria to include in its materials selection policy. There are, however, some essential elements that every policy should contain. It should include statements

- designating the governing body legally responsible for the quality of education in the school system and ultimately responsible for the selection of instructional materials;
- delegating selection responsibility and defining the role of specific personnel in the process of materials selection;
- quoting and/or referencing the philosophy statement on which the policy is based, and if desired, a statement of purposes and objectives which defines the rights and responsibilities of various constituencies affected by the policy;
- specifying the scope of materials covered by the policy, e.g., gifts, textbooks, print or nonprint materials, and
- describing the procedure for handling cases of challenged materials.

In all cases, the decision to retain or reject challenged materials should be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, whether the materials are of the appropriate level, and whether they have educational or social value. For a sample procedure for handling challenged materials, see Appendices D and E.

A quality collection is

- adequate in size, breadth, depth and diversity to enable students to complete classroom assignments and to explore areas of personal interest;
- responsive to the general educational and specific curriculum philosophies, goals and objectives established by the local board of education;
- appropriate to the age and/or grade levels of the students in the school and for students who have special needs such as learning disabilities, physical or emotional handicaps or other conditions requiring remediation, or who are gifted and talented;
- varied in presentation format to provide for students with diverse learning styles (visual, auditory, print and tactile);
- selected in accordance with a selection policy approved by the local board of education, and
- listed in a central catalog.

Print materials

Print materials include books, periodicals, newspapers and pamphlets. In building a basic book collection, schools may reasonably follow numerical guidelines. For example, a school with 250 or fewer students should have approximately 6,000 volumes in its basic book collection. A school with more than 250 students, should plan for 25 to 30 volumes per student.

Because curricula and user (both student and teacher) needs are constantly changing and expanding, collections must be regularly reevaluated and updated. (See "Weeding Policy," Appendix F.) Often the addition of new curriculum units, classes, or special programs also necessitates additional resources.

It is unlikely that any school library media center will have every book or

other material a user requests. Unusual requests do not necessarily require purchase. There should be access through interagency loan of sufficient materials to fulfill at least 90 percent of user requests within a reasonable period of time.

The **periodical** collection also can be based on the size of the school's student body. Additional periodicals and duplicate subscriptions may be required as special programs or courses are introduced into the school curriculum. Another factor to be considered is the ready access to special collections within the school system or in the community. The approximate number of periodicals suggested for schools of different grade levels and numbers of students includes duplicate subscriptions.

Periodicals

Size of School	Basic Collection
Elementary School (K-6)	
under 250 students	25
over 250 students	25- 50
Elementary School (K-8)	
under 250 students	40
over 250 students	40- 60
Middle School/Junior High	
under 400 students	50- 75
over 400 students	75-100
High School	
under 500 students	75-100
500-1,500 students	100-125
over 1,500 students	125+

The use of microforms should be encouraged for back-issue collections. Many publishers offer reduced rates for microforms when they are ordered with current periodical subscriptions.

Suggested numbers of **newspapers** for a basic collection are three to six for an elementary school and six to ten for middle/junior high and high school. Districts may want to use a clipping service to provide newspaper sources to support certain instructional programs at a lower cost and without adding substantially to storage space.

Pamphlets of the type and quantity to reflect educational program needs should be kept current and selected with the same care as other materials and arranged for easy access.

Nonprint collections

Because of rapid changes in technology and the availability of information in an increasing variety of formats, nonprint materials are more practically selected in accordance with general criteria than by fixed quantities of the various formats. Not every school may be able to maintain large collections in each format. A variety of media, however, should be represented within the school and through resource sharing. Materials closely linked with the school's curriculum should be housed within the individual school library media center or readily accessible (through the system or other agencies, e.g., regional educational service centers, cooperating library service units). Whenever possible, interagency cooperative purchasing and sharing should be utilized to achieve cost savings.

Visual formats include:

computer courseware
films: super 8 mm and 16 mm
filmstrips
games
kits
teacher- and/or student-made resources
transparencies
2" x 2" slides
videodisc
videotape

Whatever combinations of formats are selected, there should be access to at least 3,000 titles for elementary schools and more than 5,000 titles for secondary schools. Kits usually contain multiple items.

School purchases should be guided by:

- relationship of the item to the school curriculum and potential for effective use;
- compatibility of format with equipment in the school and throughout the school system;
- cost-effectiveness of the particular medium;
- quality of the production: technical quality, timeliness and accuracy of the content;
- availability of materials from the district library media program, regional services, state services, etc.;
- ability to meet at least 90 percent of initial requests within a reasonable time, and
- need to maintain a balanced collection in a variety of areas.

Audio formats. As with visual formats, options for audio formats are changing rapidly and selection should not be guided by quantitative criteria alone. Curriculum, student interests and cost-effectiveness will determine the quantity and formats to be purchased. The following formats should be considered:

audio cards
cassette tape
instructional radio
records
reel-to-reel tapes

The trend toward cassette tape may have an impact on use of reel-to-reel tapes and records.

Criteria for selection of audio materials should include:

- relationship and need for the information as a support to the curriculum;
- usefulness for students with special needs, and
- appropriateness of the concepts, technical quality, and language to the age, learning level and interests of the students.

Whatever combination of formats is selected, there should be access in elementary schools to 500 titles or two to three per student; in middle school/ junior high to 1,000 titles or three to five per student; and in high school to 1,500 titles or three to five per student. There should be access to additional titles through district or interagency loan, so that user requests can be met within a reasonable time.

Mixed media

Special materials appropriate to the school curriculum and the leisure interests of the students should be held in the library media collection. A variety of learning aids gives students experience in locating, understanding and using information in many formats.

Formats that should be represented in school programs include but are not limited to:

art objects	models	replicas
dioramas	pictures and art prints	sculptures
games	puzzles	tear sheets
globes		toys
maps		

A basic collection consists of various combinations representing at least 1,000 items or four to eight per student, whichever is greater. There should be access through interagency loan to sufficient additional items to fulfill at least 90 percent of user requests within a reasonable period of time.

FACILITIES

Library media facilities fall into two general categories: space (physical plant) and equipment (furniture and media equipment). Guidelines concerning both are outlined in this section.

Space

The physical space allocated to library media programs is a critical factor in program success. Crowded, unattractive space is not only a hardship for library media staff, but can also discourage use of the library media center. In addition to insuring adequate space, school library media center facility planners should also strive to achieve maximum flexibility in the space allocated. Other important

considerations are visibility and communications (telephone and intercom) within the school library media center, especially when the center is composed of more than one room. Finally, when planning new or renovated facilities, care should be taken to provide access to all students and teachers, including the physically handicapped.

The minimum school library media center space allocation should be equal to 20 percent of the student enrollment (rated capacity of the building) times 40 square feet with a minimum of 2,800 square feet. Existing facilities may present physical limitations that make it difficult to provide the recommended space allocation. The State Department of Education's Learning Resources and Technology Unit of the Bureau of Curriculum Development can assist local planners who must redesign existing facilities or whose needs differ from those shown in the examples.

The recommendations in Tables 3 and 4 are for schools of two sizes: small (250 or fewer students) and large (1,000 or more students). These recommendations can be adjusted for mid-range (251-999) or larger enrollments.

Table 3
Media Center Specifications for a Small School (250 or fewer students)

Area/Function	Relationship/Comments	Space Allocation in square feet
Entrance/circulation	Near reserve area, workroom Periodical/nonprint storage	250
Reading, listening, viewing, browsing	Should include general shelf area, card catalog, reference near periodicals Shelving to accommodate 6,000–14,000 items 20 percent of the area available for student seating at tables and carrels Carrels require approximately ten square feet each Provision should be made for electrical outlets and television reception Electrical outlets should be switch-controlled at charge desk Elementary programs should have a storytelling area located away from the circulation area Consideration should be given to a flexible distribution system for electrical cable, coaxial cable, and audio cable, such as cable duct under the floor or a computer-type floor	1,850
Workroom and periodical/nonprint storage	Near entrance and circulation Easy access to card catalog and references include shelving for 1,000–2,000 items Access to corridor—should have sink, running water, telephone, electrical outlets, copy equipment, and computer access	500
Equipment storage	Near corridor, elevator Near workroom	200

It should be noted that adjusting for larger enrollments does not require increasing all areas proportionately. For example, the area for storage of periodicals and nonprint materials need not double when enrollment doubles.

Also suggested space allocations for individual areas may total more than the area indicated. When adjusting the formula, space equals 20 percent of enrollment times 40 square feet.

Auxiliary facilities. All school library media programs require similar basic facilities. Many programs, no matter the size of the school, require additional facilities to meet the needs of the instructional program of the school or the school district.

Table 4
Media Center Specifications for a Large School (1,000 or more students)

Area/Function	Relationship/Comments	Space Allocation in square feet
Entrance/circulation	Near entrance—reserve section, workroom Card catalog periodical/nonprint storage, equipment storage Should have facilities for displays, copy machine, charge area Program may warrant additional satellite areas for some services such as copy machine, microform readers, etc.	600–800
Reading, listening, viewing, browsing	Near card catalog, reference area, magazines, microform reader Shelving should be provided for 25,000–40,000 items At least 25 percent of the area should be available for student seating Some seating should be provided in carrels (at least ten percent) Carrels require approximately ten square feet each Provision should be made for electrical outlets, and telephone reception Electrical outlets should be switch-controlled at charge desk Consideration should be given to a flexible distribution system for electrical cable, coaxial cable, and audio cable, such as cable duct under the floor or a computer-type floor Mixed seating should include tables and chairs, carrels and lounge-type seating Computer terminals for data base access should be provided	6,000+
Small group areas listening and viewing	In addition to the facilities for individual listening and viewing in the carrels in the main library media areas, small group listening and viewing areas are often necessary. The areas should have electrical outlets, provision for television outlets and inputs, light control, wall screen (few if any windows) and acoustical treatment.	150 1–3 areas

Many times a district without a district-wide library media facility will have additional facilities at one or more schools to assist in production of materials and in meeting other district needs.

An example of an auxiliary facility which might be added to a school library media facility would be a darkroom. The darkroom could serve the school's instructional program, a course in photography, and the district's need for photographic services for publications, reports, and public relations.

Recommendations for auxiliary facilities (see Table 5, page 32) will provide assistance in planning. Space allocations should be modified to meet individual program needs.

Area/Function	Relationship/Comments	Space Allocation in square feet
Conference areas	Locate in quiet area May be used to house special collections which are not used frequently Should be equipped for multipurpose use—see listening and viewing The listening and viewing areas and the conference areas can serve multiple functions.	150 2–4 areas
Instruction and group projects	Adjacent to reference area, catalogs and indexes Good visual control from main library media area, workroom is essential. Space should be flexible and at least classroom size, and equipped for presentation, using all forms of media. Telephone jack for telephone conference and computer terminal Minicomputer should be available.	900–1,200
Work area	Near professional collection, circulation, periodical/nonprint storage Instructional/group project area Desk space for library media professionals should be provided here or in an appropriate area of the library media center. Provision for shelving, counters, cabinets, sink, running water, electrical outlets, telephone, copy equipment and computer access Additional space may be required if cataloging is to be done in the school.	200–400
Equipment storage and distribution	Near corridor, loading dock and elevator Should have good control from work area Secure area	400

Equipment

Library media equipment includes furniture and equipment located in the library media center, and portable media equipment used in the instructional process throughout the school.

Furniture. Ideally, specifications for furniture for the library media center are developed at the same time as the building specifications. Both should reflect educational goals and objectives. The size and type of furniture chosen will depend upon the grade levels in the school, enrollment, size and shape of the space(s) provided, and program offerings. Although many specialized pieces of furniture are available, not all are necessary for an effective program. Several items, however, are essential in all library media centers. These items include atlas and dictionary stands, book trucks, bulletin boards, carrels, catalog and cabinets, chairs, charge desks, cushions or hassocks for storytelling (elementary schools), file cabinets, informal seating, office furniture, paperback racks, periodical racks, reference furniture, shelving, supply cabinets and tables.

Table 5
Auxiliary Facilities

Area/Function	Relationship/Comments	Space Allocation in square feet
Maintenance and repair	Near loading dock, elevators, corridor, adjacent to equipment, storage and distribution Include workbench, electrical and television outlets Storage for parts, lamps, equipment under repair Provision for necessary test equipment Secure area	150–300
Media production laboratory	Consider locating adjacent to equipment storage and distribution area Provide housing for equipment and materials used in production, and shelving and storage for supplies Requires refrigeration, sinks, running water, electrical outlets, and counter space Sound control is needed for audio production Plan space arrangements in terms of production methods used and work flow Secure area	800
Darkroom	The darkroom area, if included in the media center, should be adjacent to the media production laboratory. (A darkroom may be provided elsewhere in the school.) Requires sinks, running water, electrical outlets, light locks, refrigeration, counter space, adequate ventilation	150–200
Professional collection for faculty	Consider in relation to location of teacher's lounge, media production laboratory, department offices, main library media center May plan for use as faculty group meeting or conference area Provide for listening and viewing and for selection and evaluation of new materials and equipment Emphasize lounge atmosphere	600 minimum

Media equipment. The specific type and quantity of moveable equipment for any school depends on instructional program needs. The list which follows is a goal toward which districts should strive. Items other than those listed may be appropriate. Systems with district-level programs should provide backup equipment for emergency use as well as special equipment, such as a portable planetarium. Care should be taken to provide systemwide standardization for equipment when possible.

The suggested quantities in Table 6 should be translated into exact quantities according to the needs of each school's program. A classroom is any area where teaching takes place, e.g., gymnasium, or in open plan schools, any area identified as a class area. Equipment for special areas—e.g., television studio, materials production, and emerging technology, such as video disc, are in addition to the equipment needs shown in Table 6, page 34.

Area/Function	Relationship/Comments	Space Allocation in square feet
Stacks	Locate near reserve area, if appropriate Consider location in relation to periodical storage Adequate lighting Provide for tables and seating as necessary, depending on types of materials stored in stacks Include additional stack space as needed to store textbooks	400 minimum
Television studio	Should be convenient to media production Area must be soundproof Classroom facilities may be needed Studio capability may be provided instead at district level Consider as alternatives for school television production: mini-studios and portable videotape units Secure area	1,600 studio, 40′ × 40′ with 15′ ceiling, wide doors
Audio studio	Should be located adjacent to television sound Area must be soundproof Provision for storage of equipment and supplies Secure area	150 minimum
Telecommunications distribution center	Adjacent to television studio and equipment repair Provision for equipment necessary to distribute audio and visual programs—editing equipment room, TV and audio Secure area	800 minimum
Computer learning laboratory	Adjacent to group project and instruction area Should have response capability Secure area	Depends on nature of computer usage

Table 6
Media Equipment Needs

Equipment	Comments	Suggested Quantity
16 mm Sound Projector	As the use of recorded video materials increases, there will be less need for 16 mm sound projectors	1 per floor up to 1 per 4 classrooms plus 2 per library media center
8 mm Projector	Select equipment appropriate for materials, e.g., Super 8 loop, Super 8 reel-to-reel, sound/silent.	2 per building up to 1 per 15 classrooms plus 2 per library media center
2 × 2 Slide Projector	The most popular equipment uses 80–140 slide circular tray in a horizontal position. One unit in the media center should be a combination rear screen/front screen with built-in cassette player-recorder and auto/advance.	2 per building up to 1 per 8 classrooms plus 2 per library media center
35 mm Filmstrip Projector	Consider units with self-contained cassette player and auto/advance.	3 per building up to 1 per 3 classrooms plus 2 per library media center
Overhead Projector	Provision for acetate rolls should be considered.	4 per building up to 1 per classroom plus 2 per library media center
Opaque Projector	Opaque projectors require dark projection area. Use has decreased.	1 per building or 1 per floor in multilevel building
35 mm Filmstrip Viewer 35 mm Slide Viewer		1 per classroom plus 1 for each carrel 1 per 10 classrooms plus 1 per library media center
Television Receiver (color)	Consideration should be given to providing several combination receiver/monitor units. Minimum screen size is 19 inch. Schools should be wired for television reception. Provision should be made for distribution of television programs from the library media center.	1 per floor up to 1 per 2 classrooms plus 2 per library media center
Video Tape Recorder/Player	(Recommend cassette format) VHS format seems most popular in Connecticut. A combination of player/recorder and player only units should be considered. The library media center units should be player/recorder with tuner and timers for unattended recording and playback. One portable unit per building.	1 per floor up to 1 per 8 classrooms plus 2 for the library media center
Record Player	Use of cassette tape will reduce the number of record players.	4 per building up to 1 per classroom K-5; 1 per 15 classrooms, 6-12; 3 per library media center; 1 set headphones per player

Equipment	Comments	Suggested Quantity
Cassette Recorder/Player	For classroom use, 8-watt amplifier needed.	4 per building up to 1 per classroom plus 2 per library media center; increase if cassettes are used instead of records
Cassette Recorder/Player	For individual use, AC and battery. Should have built-in AC line cord and digital counter.	1 per 25 users
Cassette Player	AC and battery. Should have built-in AC line cord and digital counter.	1 per 25 users
Listening Stations		1 per 3 classrooms, 2 per media center
Carts	Size and features depend on equipment.	1 per piece of equipment as required
Projection Screen	At least 70 × 70-inch matte white fiberglass, with keystone eliminator. Note: Classrooms should be equipped with room-darkening shade or blinds. Larger screen needed for large areas.	1 per classroom
AM/FM Radio	If radio is part of the instructional program, more radios are needed.	1 per media center plus public address system
Microform Reader Printer	If heavy use of microforms is anticipated, increase number to meet demand.	1 per library media center
Microform Reader	One or two should be briefcase style for loan located in libary media center.	1 per building up to 1 per 15 classrooms at secondary level
Copy Machine		1 per building up to 1 per 30 classrooms plus 1 per media center
35 mm Single Lens Reflex Camera		1 per library media center plus additional to meet program requirements
Super 8 mm Camera		1 per library media center plus additional as needed
Instant Format Camera		1 per library media center plus additional as needed
Visual Maker (self-contained and camera)		1 per library media center
Portable television camera (color)		1 per building up to 1 per VCR
Microprojector		1 per building up to 1 for science area plus 1 for the library media center
Microcomputer		Number to allow each student 20 minutes of use per week

4 Program Management

In some school districts, the transition from bookroom/library to contemporary library media center was made under guidance of district-level supervisors and coordinators. In other districts, however, schools developed their own programs without district coordination and still operate relatively self-sufficiently. Both models of program development can yield excellent programs. Without district-level guidance and supervision, however, there is greater chance that not all schools in the district will have the same quality library media program. Research shows that the leadership provided by district-level staff results in school library media programs that function better than those in districts without central staff. For this reason, districts with multi-building library media programs benefit from district-level management which helps to insure comparable and effective programs in all schools.

DISTRICT-LEVEL MANAGEMENT

A primary goal for school library media program management at the district level is to provide leadership, usually through a library media director. Leadership means insuring that each school develops the highest quality program possible, while still allowing enough flexibility so that initiative and creativity of school staff are not stifled. Leadership also means that district-level personnel should be the foremost advocates for the school library media program, seeking support for the program from district administrators and the board of education. In addition, district-level staff should encourage the teaching staff to take advantage of the full range of instructional assistance and materials available through the school library media program by actively participating in the development of curriculum and instructional strategies.

Management objectives for district-level library media staff include:

- coordination of all school programs;
- communication with and among all school library media staffs, and
- providing support services that are cost effective when provided on a district-wide basis.

Activities

In general, district-level management is responsible for the overall operation of the district's school library media program. To the greatest degree possible, district

directors should involve school library media specialists from the schools. And, when policies are being set, the Library Media Advisory Committee should usually participate.

District-level management activities can be grouped in three general categories: planning, implementation and evaluation. The listings show, within each of the three categories, some activities in which district-level staff can be involved.

Planning

- budget
  - review and consolidate budget requests from individual schools
  - develop budget for district-level activities and services
- collections
  - set district-wide policy for collections
  - assist schools in acquiring and managing collections
  - set district weeding policy
  - assist schools in weeding collections
- challenged materials
  - develop district policy for dealing with challenged materials
  - assist with challenged materials situations at schools
- curriculum development
  - participate in district curriculum development
  - assist school library media specialists in course and instruction planning
- equipment
  - develop policy for selection, repair and/or replacement of library media equipment
  - assist schools in maintaining equipment
- facilities
  - develop district facilities standards
  - assist schools in planning facilities
  - plan facilities for district-level staff
- grants
  - develop district policy for state and federal grant programs
- materials
  - develop district policy (selection criteria) for purchasing materials
  - assist schools in developing plans for purchasing materials
- philosophy, goals and objectives
  - develop district philosophy, goals and objectives for the school library media program
  - assist schools in developing goals and objectives for individual programs

Planning, continued

- skills instruction
  - develop standards (scope and sequence for media skills instruction)
  - assist schools in designing programs for skills instruction
- students with special needs
  - develop district policy for library media program services to students

Implementation

- communication
  - communicate with school library media personnel
  - communicate with district administrators
  - communicate with all appropriate constituencies (e.g., public librarians, parents, community groups)
- cooperative efforts
  - cooperate with appropriate district offices
  - participate in state, regional and national professional organizations
- grants
  - apply for state and federal grants as appropriate
- materials
  - select and acquire materials for use by professional staff
- personnel
  - select district-level personnel
  - select school library media specialists in consultation with principals
- public information
  - provide information for appropriate groups
- staff orientation
  - provide orientation and necessary training for staff
- students with special needs
  - assist schools in serving students with special needs
- supervision
  - supervise district and school library media personnel

Evaluation

- budget
  - maintain fiscal accountability for the school library media program
- personnel
  - evaluate, in cooperation with school staff, the school library media professional staff
  - evaluate district library media staff

- programs
  - evaluate district program effectiveness in terms of current goals and objectives
  - evaluate, in cooperation with school staff, the effectiveness of school programs in terms of current goals and objectives
  - evaluate district and/or school goals and objectives in light of changes in the curriculum

Services

In addition to the activities outlined above, a primary function of district-level management is to provide services that are efficiently and/or economically offered on a district-wide basis. In some cases, providing services for the entire district requires coordination with other district administrative personnel and with individual schools. The district director is responsible for the necessary coordination. For example, most districts have policies governing professional development activities. Thus, if the school library media director wishes to conduct a professional development program about school library media services for the instructional staff, appropriate district-level colleagues must be consulted. Professional development activities for school library media staff, however, may or may not require the involvement of other district administrators depending on district policy, but principals must be consulted.

The following is a list of services that are commonly provided at the district level. Although the list is not exhaustive, it is representative.

- central inventory
- central materials processing
- central purchasing
- coordination of building programs
- equipment maintenance and repair
- equipment purchasing
- television production and distribution of television programs

Staffing

An effective school library media program at the district level requires staff with the training necessary to manage the program professionally. Support staff is also recommended. When necessary, it is possible—though not recommended—that district-level management responsibilities could be assigned to a school library media specialist until the program grows and district-level staff are assigned.

The number of district-level staff and the responsibilities they are assigned will vary with the needs of the district and depend on the degree of program development. This does not mean that a district with a relatively undeveloped school library media program should delay adding staff at the district level unless it is absolutely impossible to fill such positions. As noted, district-level personnel can play a critical role in helping programs in schools to grow in a coordinated fashion that will result in equal quality among school programs.

Positions which may be considered for district-level staffing are school library media director, subject area specialists, media technicians and clerk/typist. A

school library media director is a middle-level administrator (the position requiring an intermediate administrator or supervisor certificate) charged with responsibility—administration, budgeting, staff development, planning and evaluation—for the overall district school library media program. Subject specialists are school library media specialists who also are trained in a specific subject such as foreign languages, or in particular grade level(s). Clerk/typists are general office workers and support personnel. For detailed job descriptions of these positions, consult the *Occupational Definitions for School Library Media Personnel* (School Library Manpower Project, American Association of School Librarians, ALA).

Facilities

District-level management activities require appropriate facilities. Unlike the case of school facilities, there is no state recommended formula for the size of district facilities; these will depend on the services offered. For example, a district which provides professional staff materials will need space for processing and storing materials. Space for district-level facilities may be found in a school library media center, in district administrative offices or in a separate facility.

SCHOOL-LEVEL MANAGEMENT

While it might be possible for district-level personnel to design and equip a beautiful library media center with the latest technology and a complete collection of print and nonprint materials, it is not possible for absentee management to make the school library media center the lively facility for educational activity it should be.

The most sophisticated center is meaningless unless it is well used. Effective operation of a school library media center is a day-to-day job and must be the responsibility of building school library media personnel.

The primary responsibilities (or goals) for school library media program management at the school level are to

- provide for the systematic selection, acquisition or development, organization and utilization of instructional materials to support the school curriculum;
- encourage the effective utilization of instructional materials in teaching by participation in curriculum planning and the development of instructional strategies;
- provide an atmosphere which encourages productive utilization of the school library media center by students for a variety of purposes, and
- provide for systematic instruction of students in the skills necessary to utilize the school library media center for classroom studies, for personal interests and for development of an appreciation of the value of lifelong learning.

Each school library media specialist should work with district personnel, a local school library media advisory committee (similar in composition to the district-level group), and the principal to develop program goals and objectives.

While any school may adopt goals as general as those stated above, objectives should be much more specific and focused on the needs and circumstances of the individual school. For example, the third goal noted above—provide an atmosphere which encourages productive utilization of the school library media center by students for a variety of purposes—would be carried out very differently in a high school and in an elementary school. In the elementary school, objectives for reaching this goal would require close cooperation with classroom teachers because students need a good deal of guidance and supervision. High school students, on the other hand, can be more independent and assume greater responsibility. Consequently the school library media program can include activities that appeal directly to students as well as those developed in cooperation with the instructional staff.

Activities

The school library media specialist (see, "staffing" p. 43) is responsible for managing the school program. In all activities, the specialist should follow any pertinent district policies and guidelines and involve other members of the school community, especially the principal. In some cases, the communications can be handled through the advisory committee. As with district-level management, school level-management falls into the three categories of planning, implementation and evaluation. Activities in each of these areas are shown.

Planning

- budget
  develop budget for school library media program

- collections
  develop policies for collections, i.e., subjects, grade levels, formats
  develop policy for circulation
  develop weeding policy

- cooperative efforts
  cooperate with all appropriate constituencies (e.g., district library media personnel, teachers, parent organizations, public library, professional organizations, regional educational service centers, museums)

- curriculum development
  participate in curriculum/course development
  work with teachers planning instructional strategies

- facilities
  work with district personnel in designing new or remodeled facilities

- goals and objectives
  define goals and objectives for the school library media program based on district philosophy, goals and objectives

- library media skills instruction
  plan for library media skills instruction

Planning, continued

- materials
  - develop materials selection criteria
  - plan a systematic process for materials acquisition

- professional development
  - plan professional development activities for instructional staff and school library media staff or cooperate with district-level staff in these activities

- program development
  - survey students, teachers and administrators to identify needs
  - develop plans for services responsive to school needs
  - set priorities
  - plan services for students with special needs

Implementation

- collections
  - coordinate and supervise circulation of collection
  - implement weeding policy

- library media skills instruction
  - teach library media skills as planned

- materials
  - select and acquire print and nonprint materials based on the collection policy
  - arrange for interagency loan or acquisition of materials not available within the school
  - organize materials for easy use by students and teachers
  - produce, or arrange for production of, materials for classroom use

- professional development
  - arrange for professional development opportunities for the instructional staff to learn about the school library media center and its services
  - implement other professional development opportunities for instructional staff and school library media staff

Evaluation

- budget
  - maintain fiscal accountability for the school library media program

- personnel
  - evaluate other school library media staff (clerks, aides, paraprofessionals, technicians, students, etc.)

- program
  - evaluate program in terms of the school's library media program goals and objectives
  - evaluate program goals and objectives in light of any changes in the school's educational goals and objectives
  - document utilization of the school library media center and its services

Staffing

Because operation of the school library media center is critical to program effectiveness and contributes significantly to the educational mission of the school, it is recommended that the program at each school be under the direction of one or more certified school library media specialist(s). The certified school library media specialist is trained not only in the area of library media and instructional technology, but also in the fundamentals of curriculum and instruction.

The state certification requirements list six competencies (responsibilities/ functions) of media specialist:

design, implement and evaluate media programs;
evaluate, select, acquire, organize, produce and retrieve media information;
teach students, staff and faculty to utilize media and its accompanying technology by applying valid instructional methods and techniques;
assist students in the interpretation of print and nonprint materials;
apply principles of administration and supervision for effective leadership and operation of the media center program, and
formulate the educational specifications and contribute to the design of school media facilities.

These major areas of responsibility can be the basis for determining how the amount of a school library media specialist's time is needed to service each teacher in a school. The first step is to determine the amount of time each function requires. If one estimates that approximately 15-30 minutes is needed for each of the functions except the last one concerning facilities, then each teacher and class requires from one- and one-quarter to two- and one-half hours per week of the school library media specialist's time. Thus, schools with 15 teachers would require approximately 18.75 to 37.5 hours of a school library media specialist's time per week. Common and successful programs in Connecticut typically meet or exceed this range. Additional staff may be required for special services such as graphic and/or television production, utilizing computers, and other technical areas.

Support staff for the school library media program is based on the number of school library media specialists in the school and the complexity of the services offered. For example, if all materials processing is done at the school, more support staff will be needed than when processing is done through the district-level office. Similarly, if services such as materials production and duplication, technical service, and services for special students are offered, more support staff will be necessary.

The estimated range of time a school library media specialist devotes to each teacher may seem broad, leading some to conclude that because their district falls within the range, no additional staff is necessary. This conclusion may or may not be correct, depending upon the particular circumstances within the district. Each district should first attempt to determine if current staffing falls within the range. When this is not so, districts should seek to remedy the situation. In districts where staffing falls within the range, goals for improving the level of staffing could be set. Finally, districts with staff equal to or exceeding the upper end of the range should continue efforts to provide the highest quality library media program.

FISCAL CONSIDERATIONS

A critical consideration for every school library media program is the development of a budget and accountability in the expenditure of allocations. At present there is a move toward program-based budgeting and school library media specialists must become familiar with the program budgeting process.

No matter what type of budget process—line item or program—is used, it is important to recognize that the school library media program is service oriented and affects all programs within the school. Therefore, a school library media budget cannot be developed in isolation. Representatives of each curriculum area, instructional or pupil service program, and the school administration must have input into the development of the budget for the school library media program. In addition to providing for the acquisition of materials and equipment related to specific curriculum areas, the budget should include funds for materials and equipment which serve more than one instructional program in the school. In addition, the funding for program administration and needs of the school library media program not related to specific curricular areas should also be included in the budget.

The need for close cooperation with those responsible for the instructional program is especially important when working with program budgets. In this budgeting process funds allocated for equipment and materials will be "charged" to specific programs. In this case the funds for acquisition of specific instructional materials will be found in individual curriculum area budgets and not in the overall school library media budget. It makes little difference where the funds appear in the budget. What does make a difference, however, is how materials and equipment are acquired.

The acquisition of all media equipment and instructional materials (other than textbooks, workbooks) should be the responsibility of the school library media staff. For cost effectiveness, all instructional materials and media equipment should be acquired by the school library media center. For example, bulk purchases of materials and equipment used in more than one school can result in substantial savings through improved discount rates. For maximum access, cataloging, storage and distribution should also be centralized through the school library media center.

Moving into the Future 5

A school library media center program consists of those services offered through the center by the library media center staff to all the constituencies of the school. It includes services to administrators such as the provision of information and materials production. Teachers receive services which range from selection of materials through consultations to team planning of instruction. Services to students include help in locating materials, instruction in the use of the library media center and its collections, an opportunity to prepare materials themselves and a congenial place in which to work on school assignments and to pursue their own interests. The program of the school library media center is designed to meet the needs of the school population in a lively, stimulating manner.

Such a program exists where there is an attractive and functional physical setting and trained, informed and competent staff. It is the function of the staff, with the support and leadership of the principal, to implement the program. The staff will make the library media center and the program accessible to the entire school community through their apparent interest in learning and the various activities in support of learning that occur throughout the school. The ideal staff knows materials, understands people and is able to bring them together for the benefit of all.

Technology invades the school

Many libraries, including school library media centers, exist in which the most advanced piece of technology is the telephone. However, the world we live in is becoming increasingly dominated by high-speed, information-carrying technologies including interactive television, computers and video discs.

The school and school library media center are no longer isolated, stand-alone units but are increasingly linked to the world by technology. The telephone, radio and television are common and computers are rapidly becoming part of the school world.

Although some current library media programs still do not utilize computer technology, soon virtually all will incorporate computers to some degree. Computer technology can have an impact on library media programs in at least three areas: (1) information retrieval (2) instruction and (3) management.

Technological advances involving microcomputers, recorded video and microforms for information retrieval will have far-reaching impact not only on school library media programs, but also on nearly all instructional areas. The use of electronic technology to store and retrieve information will become a major focus of reference activities in the near future. The use of microcomputers coupled by telephone lines to large data bases will become commonplace, not only in schools but also in public libraries, workplaces and the home.

Some educators predict that computers will revolutionize instruction in many areas of the curriculum. New applications of computer-assisted instruction are much more exciting than the early "direct drill and review" exercises most common today. New programs, many of which can be used on lower cost microcomputers, are not only pedagogically more sophisticated, but more interesting for students. They may involve, for example, problem-solving skills that are stressed in all subject areas today.

Computers will also come to play an increasing role in the management of library media programs and will result in more efficient management. Possible management applications for computers in library media programs include inventory, circulation, cataloging, ordering and budget. These applications may be accomplished through computer timesharing systems or through stand-alone minicomputers in individual schools.

Because of rapid technological advances and the relative complexity of computer technology, it is beyond the scope of this publication to offer specific guidelines for the acquisition of computers. In general terms, however, it should be noted that recent advancements involving miniaturization are increasing memory and at the same time reducing processing time and the cost of microcomputers. Software, too, is becoming increasingly standardized and within the budget of many school systems. Selection of hardware and software will depend more on specific needs than on cost or compatibility throughout a district.

In addition, other technologies which will affect the delivery of information and other services include direct broadcast satellite, cable television, interactive video and laser technologies. The state of the art in all these fields is developing rapidly. Each library media specialist has a responsibility to keep well informed about technology and its potential for education, and curriculum planners must take into account technology and its applications.

For more detailed information and recommendations, contact the Learning Resources and Technology Unit, Bureau of Curriculum and Staff Development, State Department of Education.

Looking ahead

One thing is clear about the future: change is inevitable and will occur at an ever increasing rate. This can be viewed as a curse or blessing. For those who accept and learn to use current technologies, the transitions of the future will be easier than for those who pine endlessly for the simpler days of yore.

The future requires courage to risk the new and the thoughtfulness to choose the best and most promising avenues of advancement. To insure that today's bright promises for applications of technology to learning become a reality requires forethought and planning.

Former U.S. Commissioner of Education Harold Howe once said that, "what a school thinks about a library is a measure of what it thinks about education." What a school **does** about a library media center is an even better measure of its commitment to education.

Appendix A
Statewide Goals for Education

From Connecticut's *Comprehensive Plan for Elementary and Secondary Education, 1980-1985*

GOAL ONE

Motivation to Learn

To realize their potential to learn, students must be highly motivated.

Therefore:

Connecticut public school students will develop strong motivation by responding to the high expectations of their parents, teachers and school administrators; by understanding and striving to fulfill personal aspirations; and by developing the positive feelings of self worth which contribute to responsible behavior and personal growth, health and safety.

GOAL TWO

Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society.

Therefore:

Connecticut public school students will, to their full potential, learn to communicate effectively in speech and writing; read with understanding; acquire knowledge of and ability in mathematics; and strengthen decision-making skills.

GOAL THREE

Acquisition of Knowledge

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship.

Therefore:

Connecticut public school students will acquire the knowledge of science, mathematics, social studies, the arts, literature and languages which leads to an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures; and will take full advantage of opportunities to explore, develop and express their own uniqueness and creativity.

GOAL FOUR

Competence in Life Skills

Students are challenged to function successfully in multiple roles: as citizens, family members, parents, producers and consumers.

Therefore:

Connecticut public school students who complete secondary level studies will have the ability to make informed career choices; understand the responsibilities of family membership and parenthood; be prepared to undertake the responsibilities of citizenship in their communities, in the state, in the nation and in the world; and have the skills, knowledge and competence required for success in meaningful employment, or be qualified to enter postsecondary education.

GOAL FIVE

Understanding Society's Values

To be responsible citizens and contribute to positive change, students must understand and respect the underlying values of this society.

Therefore:

Connecticut public school students will appreciate diversity and understand the inherent strengths in a pluralistic society; they will understand and respond to the vital need for order under law; they will acquire the knowledge necessary to live in harmony with the environment, and actively practice conservation of natural resources, and they will respect the humanity they share with other people.

Appendix B
Philosophy Statements

Samples

Every school and school district should have a written statement of philosophy reflecting the district's or school's outlook and needs. Samples from three districts follow.

The library media program of the Stamford Public Schools has as its purpose instructional leadership through service to teachers, students and the community. It is foremost a teaching program that uses the traditional materials and services of the school library to deliver its teaching program.

While the professional library media specialist is expected to be an outstanding teacher, the library media program itself must rest securely on a strong technical service base. Unless the library media program is administered with a sure sense of sound organization and good management, the teaching is in vain. And supervision of the aide, assistants and parent or student volunteers is equally important. The supervision, to be effective also must rest on a foundation of good psychological understanding of how persons and institutions operate effectively to achieve maximum program impact. Good management and good supervision, the key components to any successful library media program, were the reasons this handbook was created.

During the course of a school day the library media specialist contacts and influences many persons—students, teachers, principals, district personnel, instructional associates, parents, community leaders—to name some. Each presents special demands for services or materials. The delivery of these successful services is the only measure by which the building and district library media program will be judged. To coordinate these demands, assess requests and assign priorities is clearly a management skill, one which, like all skills must be constantly practiced and applied.

While there is little of the inspirational message in this handbook and while it is short on philosophy, I am convinced that using it well will measurably assist the school library media specialist to deliver the kind of library media program that reflects a vitality and essence that is exemplary and creative in its purpose.

From Stamford Public Schools

The library media program exists to implement the overall philosophy and many of the objectives of Windsor High School. The program strives (1) to enhance learning in all areas and (2) to enhance development of aesthetic appreciation, social values, and individual character and interests. The main emphasis of the program is on curriculum-related activities, although independent use of resources is also encouraged.

Objectives to fulfill these goals include:

— providing the facilities, materials, equipment and assistance necessary to help implement goals and objectives of each curriculum area;

— providing services in an organized, efficient way that satisfies needs in a timely manner;

— actively encouraging staff and student use of both print and nonprint services, from class research activities to media and production;

— encouraging independent, unassigned use of materials in order to enhance learning, effective development, and the pursuit of personal interests;

— providing materials in a variety of formats that are appropriate to content and to different learning styles;

— offering appropriate materials and activities to students of all abilities;

— providing materials which not only present factual information but also present ideas that challenge students to think and analyze;

— providing an atmosphere conducive to learning and study;

— teaching students the library media skills necessary for both their school careers and their lifelong pursuit of knowledge;

— providing and promoting professional materials that help staff stay up-to-date on educational thinking and developments.

From Windsor High School

Library and Related Facilities

Philosophy. The library of the Intermediate School must be the focal point of the school as it will serve as the core of the educational program. It will contain most of the school's instructional resources and be a source of information and ideas for both students and teachers. The center must be designed to support a program which encourages critical thinking, creative expression, individual investigation and research, and provides for the unique interests and abilities of the individual.

If students are to be effective learners and teachers effective catalysts for learning, they must have easy access to the tools of learning. The library must be a center where students and teachers will acquire and use library-related skills and be able to obtain, interpret, and apply information.

Appendix B (continued)

The library must be designed to accommodate students during nonstructured time and during regularly scheduled time in the curriculum areas. The library and its resources should be made available to students for various individual activities and for experiences involving groups of students.

Currently, information is gathered and stored in a variety of ways. Students who will be attending this school must be knowledgable concerning available sources of information and information retrieval.

Provision for information storage as it is known today must be made and, in addition the flexibility for inclusion of newer systems as they are developed must be allowed.

While the primary purpose of the library is to provide resource information to students, the facilities should also provide materials and resources for the staff for their own professional growth, for curriculum implementations and improvement, and for the development of materials used in the learning processes. In addition, since the library can serve more than those students attending the school, the use of this central resource by the community should be encouraged.

The library should include books, periodicals, films, filmstrips, maps, pictures, recordings, electronic tapes, transparencies, videotapes, single concept films, microfilm, and whatever other media may be necessary to implement the school's program of instruction and the resources of the library.

From Branford Intermediate School

Appendix C
Resources

Below is a list of publications which will be helpful in evaluating library media programs. Many include forms which can be used or modified locally. All are available for loan from the Bureau of Curriculum and Staff Development, Learning Resources and Technology Unit, State Department of Education, P.O. Box 2219, Hartford, CT 06145.

Blazek, Ron. *Achieving Accountability: Readings on the Evaluation of Media Centers.* Chicago: American Library Association, 1981.

Committee on Evaluation of Media Programs. *Evaluating Media Programs: District and School.* Washington, DC: Association for Educational Communications and Technology, c. 1980.

Davies, Ruth Ann. *The School Library Media Center: A Force for Educational Excellence.* New York: R. R. Bowker, 1974.

Gaver, Mary Virginia. *Services of Secondary School Media Centers: Evaluation and Development.* Chicago: American Library Association, 1974.

Iowa Department of Public Instruction. *Media Center Program Evaluation Document for Iowa Area Education Agencies.* Des Moines: 1979.

Liesener, James W. *Planning Instruments for School Library Media Programs.* College Park, University of Maryland: College of Library and Information Services, (nd).

Liesener, James W. *A Systematic Process for Planning Media Programs.* Chicago: American Library Association, 1976.

Oklahoma State Department of Education. *Procedures Manual for School Library Media Centers.* Oklahoma City: 1982.

U.S. Department of Health, Education and Welfare. *Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities.* Washington, DC: (nd)

U.S. Department of Health, Education and Welfare. *Emphasis on Excellence in School Media Programs: Descriptive Case Studies.* Washington, DC: 1969.

Vermont State Department of Education. *A Library Media Guide for Vermont Schools.* Fall, 1981.

Appendix D
Reevaluation of Instructional Materials

Request Procedure

The following procedure shall be followed in requesting the evaluation of instructional materials:

1. Contact the building library media specialist who will explain the original selection procedure and provide proper forms for the request for reevaluation plus copies of reviews of the material in question, when available (for samples, see Appendix E).

2. When completed forms are returned to the building library media specialists, the material will be reviewed by the Building Library Media Advisory Council which includes a library media specialist, teachers, an administrator, and student representative(s). A report of their review will be sent to the person requesting reevaluation and to the school principal.

3. If the person requesting reevaluation is not satisfied, a written request may be made to the Superintendent of Schools. This request must include copies of the completed request form and of the Building Library Media Advisory Council reply, and should indicate the areas of dissatisfaction.

4. The Superintendent shall establish an ad hoc Review Committee broadly representative of teachers competent in the area of the content covered by the print or nonprint materials, and administrators, directors, and supervisor appropriate to the level and/or subject for which material is used. A media specialist shall serve on the Review Committee.

5. The Superintendent's action on a written request on the proper form shall be taken no later than 15 school days after receipt of the request. The requester will be notified of the date of the review at least ten days before the review.

6. The requesting person may make an oral presentation of 15 minutes or less to the Review Committee, if scheduled through the Superintendent's office at least one week before the scheduled review.

7. A written report from the Review Committee shall be submitted to the Superintendent. The Superintendent shall then communicate his decision to the person requesting the reevaluation.

8. Should the decision of the Superintendent not satisfy the person requesting the reevaluation, the Board of Education may hold a special hearing to review the Superintendent's decision.

9. Once instructional material has been adopted and reevaluated, the material cannot be subject to further review without special authorization by the Board of Education. Challenged instructional materials shall remain in use in the school's library media center pending final decision.

Appendix E
Reevaluation of Instructional Materials

Request Form

It is the policy of the Public Schools to accept written requests for reevaluation of instructional materials other than textbooks. There are established procedures for the review of questioned materials (see Appendix B). Copies of the procedures and additional forms are available in the library media center offices.

REQUEST FOR REEVALUATION OF INSTRUCTIONAL MATERIALS
OTHER THAN TEXTS AND WORKBOOKS

Print

Author _____

Title _____

Publisher (if known) _____ Date of Publication _____

Nonprint

Title _____

Producer _____

Type of material _____

Request initiated by _____

Telephone _____ Address _____

_____

City _____

School(s) in which material is used _____

Person making request represents

_____ (Individual)

_____ (Group or Organization)

Appendix E (continued)

1. To what in the material do you object?
(Please be specific: cite pages, or frames, etc.) _____

_____

2. In your opinion, what harmful effects upon pupils might result from use of this material? _____

_____

3. Do you see any instructional value in the use of this material? _____

_____

4. Did you review or examine the material in its entirety? Yes _____

_____

If not, what selections? _____

_____

5. Should the opinion of any additional experts in the field be considered?

_____ Yes

Please provide their names and addresses _____

_____

_____

_____

_____ No

6. In the place of this material would you care to recommend other material which you consider to be of superior quality? _____

_____

_____

_____ _____

(Date) (Signature)

Appendix F
Weeding Policy

Sample

The useful life for library media materials is finite. Materials become worn or outmoded. Curriculum changes mean some materials are no longer pertinent. For these and other reasons, every library media collection requires weeding on a regular basis. Like the process of materials selection, weeding a school library media center is best done by professionals in individual schools following guidelines developed at district level.

The following statement on weeding is included as an example of one school district's response to the problem of selecting material for removal from the collection and of disposing of the materials so selected.

> The selection process begins with the evaluation of materials before purchase and is completed with the evaluation of materials before discarding them. Weeding out of the school media center collection materials that are factually inaccurate or instructionally useless is as important as keeping them out initially. How rigorously and how often a collection is weeded depends on considerations of space, budget, curriculum requirements, and user needs unique to each media center. Both print and nonprint materials should be reviewed at regular intervals.
>
> Some suggested criteria for weeding out undesirable materials are as follows:
>
> 1. *Record of use*—If the item has not circulated in 3 years.
> 2. *Currency*—If the subject matter is out-of-date, factually inaccurate, or no longer relevant to the educational program; if illustrations are outmoded or perpetuate sexual, racial, or cultural stereotypes.
> 3. *Technical quality*—In nonprint materials, if visuals are poor, faded, or off-color; if sound reproductions are faulty or inferior.
> 4. *Dispensability*—If it is a duplicate copy or duplicates materials no longer needed in the collection.
> 5. *Physical condition*—If it is worn, torn, soiled; if pages or parts are missing.

Appendix F (continued)

Here are some reasons for not discarding materials, even if they meet the above listed criteria:

1. If it is a work of historical significance in the field of children's literature.
2. If it has unusual illustrations or illustrations done by a well-known artist.
3. If it is a work by a local author, illustrator, or editor.
4. If it describes local history or personalities.
5. If it is a memorial gift.

Before discarding books, remove cards from the card catalog and shelf-list. Remove book pocket, circulation card, and all marks of ownership. For books to be destroyed, tear out the title page and, if possible, remove book covers. Do not give discarded books to students or teachers, or donate them to book drives or rummage sales where they are likely to surface again as public property. If books are in good condition and, although eligible for discarding, have a potential usefulness in a prison or other needy institutional library, they may be donated to the Darien Book Aid Plan, which distributes books to such libraries. All ownership markings should be removed first. The address is: Darien Book Aid Plan, 1976 Post Road, Darien, CT 06820.

Source: Greenwich Public Schools

Appendix G
Copyright Law

Before the adoption of the 1978 revision of the United States Code, Title 17, Copyrights, there was much speculation in education circles about the potential effect of the new law. Some feared the new law would forbid, or drastically inhibit, teachers from making copies of copyrighted materials for classroom use. The "new" law, in fact, does no such thing. Section 107, quoted below, indicates that the law allows a degree of copying that has been standard practice by many teachers:

SECTION 107—LIMITATIONS ON EXCLUSIVE RIGHTS: FAIR USE

> Notwithstanding the provisions of Section 106, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that Section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include
>
> (1) the purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
>
> (2) the nature of the copyrighted work;
>
> (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
>
> (4) the effect of the use upon the potential market for or value of the copyrighted work.

Based on the law, publishers and educators have reached an agreement on what can be used in a classroom without violating copyright laws. The agreement allows a teacher to make limited use of copyrighted material and permits reproduction of multiple copies of short copyrighted material so that each student in a class can have a copy. It forbids duplication of workbooks and other material. The agreement reads as follows:

Appendix G (continued)

Guidelines for Copying

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

a. a chapter from a book;
b. an article from a periodical or newspaper;
c. a short story, short essay or short poem, whether or not from a collective work;
d. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

a. the copying meets the tests of brevity and spontaneity as defined;
b. meets the cumulative effect test as defined, and
c. each copy includes a notice of copyright.

Definitions

BREVITY

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

(iii) Illustration: One chart, graph, diagram, drawing cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

SPONTANEITY

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time and that it would be unreasonable to expect a timely reply to a request for permission.

CUMULATIVE EFFECT

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

a. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

b. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

c. Copying shall not:

(a) substitute for the purchase of books, publisher's reprints or periodicals;
(b) be directed by higher authority;
(c) be repeated with respect to the same item by the same teacher from term to term.

d. No charge shall be made to the student beyond the actual cost of the photocopying.

The following guidelines for copying and retaining video programs were read into the Congressional Record.

Off-Air Copying Guidelines

These guidelines were developed to apply only to off-air recording by nonprofit educational institutions.

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a nonprofit educational institution for a period not to exceed forty-five (45) calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reenforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction during the first ten (10) consecutive school days in the forty-five calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five calendar day retention period.

Appendix G (continued)

3. Off-air recordings may be made only at the request of individual teachers for their own use and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

5. After the first ten consecutive school days, off-air recordings may be used up to the end of the forty-five calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. They may not be used in the recording institution for student exhibition or any other nonevaluation purpose without authorization.

6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

8. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Reprinted with permission from the
Association for Educational
Communications and Technology

Editor's Note: *Extended rights are available for many instructional television programs sponsored by the Connecticut State Department of Education. Refer to current* Instructional Television Schedule and Resource Guide *concerning recording rights for specific programs.*

Appendix H
Connecticut General Statutes Relating to Library Media Programs

P.A. 81-74 An Act Concerning Instructional Technology

This Act, passed in April 1981, establishes the responsibility of the State Department of Education for Instructional Technology as follows:

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (a) of Section 10-4 of the General Statutes is repealed and the following is substituted in lieu thereof:

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of instructional technology by school districts; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report to the joint standing committee on education of the general assembly on an annual basis.

Appendix H (continued)

State Board of Education

Section 10-28a. Advice and assistance to school library media centers. The Board of Education shall give to communities advice and assistance in the organization, establishment and administration of school library media centers, shall extend to school library media centers, and to the media specialist and teachers of any public school, aid in selecting and organizing library media center collections and in management of library media services and may, for the purposes of this section, visit and evaluate library media centers organized under the provision of Section 10-221 and make recommendations for their improvement. Said board is authorized to purchase and organize books and other educational media to be loaned to such school library media centers, associations and individuals as the board may select.

Local Boards of Education

Section 10-221. Board of Education to prescribe rules. Boards of Education shall prescribe rules for the management, studies, classification and discipline of the public schools and, subject to the control of the State Board of Education, the textbooks to be used; shall make rules for the control, within their respective jurisdictions, of school library media centers and approve the selection of books and other educational media therefore, and shall approve plans for public school buildings and superintend any high or graded school in the manner specified in this title.

Appendix I
Computer Technology

State Board Policy

The growing impact that computer technology has on society has brought with it the realization that elementary and secondary schools have an important role to play in using the technology to improve education. The computer in the teaching/learning process is a problem-solving tool as well as a medium of instruction. To assure that all students leave secondary school with an understanding of the scope, potential and importance of computer technology in their adult lives is an essential goal of education today.

Therefore, the State Board of Education, in recognition of the growing influence of computers on society and the potential for improving the quality of education supports the programs and activities of department personnel to develop a communication network to assist schools to keep abreast of the rapid developments in the field and to share successful practices and products, to coordinate and develop in-service training opportunities for teachers and administrators, to provide school districts with guidelines for both equipment and program selection, to assist school districts in the development and implementation of plans for the incorporation of the computer in the instructional program and to promote cooperative efforts among educators, government and business and industry in addressing the need for computer literacy.

Adopted November 5, 1981

Appendix J
Connecticut Policy on Academic Freedom and Public Education

Academic freedom is the freedom to teach and to learn. In defending the freedom to teach and to learn, we affirm the democratic process itself. American public education is the source of much that is essential to our democratic heritage. No other single institution has so significantly sustained our national diversity, nor helped voice our shared hopes for an open and tolerant society. Academic freedom is among the strengths of American public education. Attempts to deny the freedom to teach and to learn are, therefore, incompatible with the goals of excellence and equity in the life of our public schools.

With freedom comes responsibility. With rights come obligations. Accordingly, academic freedom in our public schools is subject to certain limitations. Therefore, the STATE BOARD OF EDUCATION affirms that:

Academic freedom in our public schools is properly defined within the context of law and the constraints of mutual respect among individuals. Public schools represent a public trust. They exist to prepare our children to become partners in a society of self-governing citizens. Therefore, access to ideas and opportunities to consider the broad range of questions and experiences which constitute the proper preparation for a life of responsible citizenship must not be defined by the interests of any single viewpoint. Teachers, school administrators, librarians, and school media specialists must be free to select instructional and research materials appropriate to the maturity level of their students. This freedom is itself subject to the reasonable restrictions mandated by law to school officials and administrators. At the same time, local school officials must demonstrate substantial or legitimate public interest in order to justify censorship or other proposed restrictions upon teaching and learning. Similarly, local boards of education cannot establish criteria for the selection of library books based solely on the personal, social or political beliefs of school board members. While students must be free to voice their opinions in the context of a free inquiry after truth and respect for their fellow students and school personnel, student expression which threatens to interfere substantially with the school's function is not warranted by academic freedom. Students must be mindful that their rights are neither absolute nor unlimited. Part of responsible citizenship is coming to accept the consequence of the freedoms to which one is entitled by law and tradition. Similarly, parents have the right to affect their own children's education, but this right must be balanced against the right other

parent's children have to a suitable range of educational experiences. Throughout, the tenets of academic freedom seek to encourage a spirit of reasoned community participation in the life and practices of our public schools.

Since teaching and learning are among the missions of our public schools, the STATE BOARD OF EDUCATION affirms the distinction between teaching and indoctrination. Schools should teach students how to think, not what to think. To study an idea is not necessarily to endorse an idea. Public school classrooms are forums for inquiry, not arenas for the promulgation of particular viewpoints. While communities have the right to exercise supervision over their own public school practices and programs, their participation in the educational life of their schools should respect the constitutional and intellectual rights guaranteed school personnel and students by American law and tradition.

Accordingly, the STATE BOARD OF EDUCATION, in order to encourage improved educational practices, recommends that local school boards adopt policies and procedures to receive, review, and take action upon requests that question public school practices and programs. Community members should be encouraged, and made aware of their rights to voice their opinions about school practices and programs in an appropriate administrative forum. The STATE BOARD OF EDUCATION further recommends that local school boards take steps to encourage informed community participation in the shared work of sustaining and improving our public schools.

Finally, the STATE BOARD OF EDUCATION affirms that community members and school personnel should acknowledge together that the purpose of public education is the pursuit of knowledge and the preparation of our children for responsible citizenship in a society that respects differences and shared freedom.

Adopted by
State Board of Education
September 9, 1981

Appendix K
Teaching About Controversial Issues

A Policy Statement

Learning to deal with controversial issues is one of the basic competencies all students should acquire. Controversial issues are those problems, subjec s or questions about which there are significant differences of opinion based for the most part on the differences in the values people bring to the appraisal of the facts of the issue.

Controversy is inherent in the democratic way of life. The study and discussion of controversial issues is essential to the education for citizenship in a free society. Students can become informed individuals only through the process of examining evidence, facts and differing viewpoints, by exercising freedom of thought and moral choice, and by making responsible decisions. The perpetuation of the fundamental principles of our society requires the guarantee that there be opportunity for students to read, to gather information, to speak and to hear alternative viewpoints, and to reach honest judgments according to their individual ability.

In order for students to learn these competencies, teachers must be free to help students to identify and evaluate relevant information to learn the techniques of critical analysis, and to make independent judgments. They must reinforce the students' rights to present and support their conclusions before persons who have opposing points of view. Teachers should also endeavor to develop a flexibility of viewpoint in students so that they are able to recognize the need for continuous and objective reexamination of issues in the light of changing conditions in society and as new and significant evidence becomes available to support a change in point of view. Further, teachers should direct the attention of learners, at the appropriate levels of maturity to significant issues and to promote a lively exchange of ideas about them. Although teachers have the right to express their own viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

It is recommended that all Connecticut Boards of Education develop and disseminate a written policy which supports the concept of Teaching About Controversial Issues.

Adopted by
State Board of Education
October 4, 1978

The Board affirms the belief that teachers must be free to seek the truth and to teach it without hindrance, keeping in mind always the capabilities and the maturity of their students. Teachers are encouraged to develop critical thinking and judgment on the part of their students.

Adopted by
State Board of Education
February 11, 1975

Appendix L
Library Bill of Rights

The American Library Association has adopted the following statement:

> The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.
>
> 1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
>
> 2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
>
> 3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Appendix L (continued)

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted by the ALA Council June 18, 1948
Amended February 2, 1961, June 27, 1967,
and January 23, 1980

Footnotes

1. Carl R. Rogers, *Freedom to Learn* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969).

2. David Loertscher, "The Second Revolution: A Taxonomy for the 1980's." *Wilson Library Bulletin* (February 1982), pp. 417-421.